Accountability Report Transmittal Form

Agency Name:	University of South Carolina Union
Date of Submission:	September 2007
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Annual Accountability Report
Fiscal Year 2006-2007

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Executive Summary

I. 1. Purpose, Mission, and Values

The full mission statement for the University of South Carolina Union is located at:
http://uscunion.sc.edu/mission.html

Working mission statement: The University of South Carolina Union strives to provide the people of Union and surrounding counties an intellectual, social, cultural, and physical setting which challenges them to grow in many ways and to develop a desire for lifelong learning.

Working vision statement: Recognized as the "beacon between the interstates", USC Union has a regional reputation for inspiring and challenging students to further their education and for working with corporate, civic, and educational leaders to address the economic needs of Union County and our service area.

I. 2. Major achievements from past year:

The Relationship of the Mission Statement to the Vision:
USC Union is currently reviewing its mission statement with its major stakeholder groups with respect to offering programs that address the economic development challenges of Union County, Laurens County, and our other service area counties. We continue to be guided by what the South Carolina Commission on Higher Education (CHE) has called the "higher purposes". The South Carolina Commission on Higher Education articulated these purposes in its vision statement (http://www.che.sc.gov/New_Web/AboutCHE.htm). In other words, USC Union is attempting to address both the traditional roles of a university education as well as the economic realities of our service counties.

Current progress toward the Vision Statement: USC Union is seeking out opportunities to increase its market share of college bound students from Union County and Laurens County and the other counties of our service area; developing partnerships with local leaders and other colleges to offer cooperative "win-win" situations that serve the students better; and working with Palmetto Programs and other programs at USC Columbia to develop viable 4-year degree offerings using "smart classroom" environments. All three of these are at the heart of our Strategic Goal #1: "Increase enrollment through development of new programs, enhancing existing curriculum, and improving retention."

As a short term strategy, we are working intensively to increase our market share of college bound students. We have focused our efforts and resources on this item. We eliminated an assistant dean position in order to create an admission recruiter position. We have worked more closely with Union High School to increase our concurrent students and we have begun to work more intensively with those concurrent students to convince them to attend USC Union. We have taken the initiative with additional schools in Clinton, Woodruff, and Chester to explore the creation of concurrent programs in those school districts. We have increased our follow-up on student applications and accepted students

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to increase our yield. We have increased our efforts to reach out to continuing students who show signs of dropping out of college.

As a long term strategy, we are working intensively to develop partnerships with local leaders and other colleges to offer cooperative "win-win" situations that serve the students better. We have spent the year working with the Mayor of the City of Union, the County Supervisor of the County of Union, and Spartanburg Community College to define a curriculum and working relationships that would provide technical training as well as college coursework at the proposed robotics center in Union. We have worked with the chancellor and his subordinates at USC Upstate to explore opportunities for cooperative programs between the two institutions and to improve articulation of credits. We are intensively working with the School of Nursing at USC Upstate to determine the need for and the feasibility of offering a 4-year nursing program module in Union as a "satellite" of USC Upstate.

Development of 4-year degree options via our "smart classroom" has also been part of our long-term strategy. We have worked with the Vice Provost and the other regional campus deans to launch the Bachelor of Liberal Studies degree under Palmetto Programs. The USC Union dean is currently chairing a task force at the regional campus level to study the desirability and feasibility of developing similar programs to address the leadership/managerial needs of local businesses and non-profit organizations.

I. 3. Key Strategic goals for the present and future years

- ❖ **Goal 1**   Increase enrollment through development of new programs, enhancing existing curriculum, and improving retention

- ❖ **Goal 2**   Improve learning environment

- ❖ **Goal 3**   Improve research, assessment, and planning activities

I. 4. Opportunities and Barriers that may affect the organization's success in fulfilling its mission and achieving its strategic goals

A SWOT analysis has been conducted with some of the stakeholder groups and will be completed in the coming months. Preliminary results are:

INTERNAL TO USC UNION	
Strengths	**Weaknesses**
Affordable tuition	Limited to 2-year transfer degree
Small, personal, safe environment; available staff and parking	Limited space
Organizational structure aimed at growth (new positions created & organizational changes reflect this)	Technological upgrades needed in classrooms and in faculty approaches to learning environment
Brand image of University of South Carolina	More qualified faculty needed for growth
	Reputation

EXTERNAL TO USC UNION	
Opportunities	**Threats**
Collaborative programs (Robotics, Nursing	Declining population
Concurrent programs	Poor economic development
New industry	Other colleges (Spartanburg Community College, South Carolina technical colleges, Limestone College)
	Potential declines in lottery revenues

I. 5.   How the accountability report is used to improve organizational performance

Implementing this Accountability Report, with its emphasis on the Baldrige approach, marks a major shift in the management of resources at USC Union. The introduction of this approach fortuitously coincides with a major turnover in the top leaders. The two top leaders, the dean of the university and the finance/human resource director, both retired in December 2006. The incoming dean of the university created a strategic planning committee of top leaders and charged the group with integrating the USC "blueprint for quality improvement" (5-year strategic plan) and the Accountability Report into the core of our entire operation. The Strategic Planning Committee is composed of the dean of the university, the finance/budget director, the human resource director, the institutional effectiveness officer, the admission/student activities director, and the financial aid director.

The Strategic Planning Committee focused in its first 6 months of operation focused primarily on the enrollment management domain because increasing enrollment is our #1 goal. The committee is now turning its attention to integrating the academic affairs domain and the budget and financial management domain into the system. Similarly, the committee has already begun to integrate student activities and the human resource domain into this system.

Organization Profile

II. 1. **The main educational programs** that have historically been offered by USC Union address the traditional institutional mission of the regional campuses of the University of South Carolina, to "provide the first two years of a Liberal arts university education,…and to confer the Associate in Arts and the Associate in Science degrees." Thus, at present, USC Union is limited to offering the Associate in Arts and the Associate in Science degrees.

However, many students desire a much more career oriented approach. Many of our students are not able to relocate -- due to family, employment, and/or financial obligations -- to complete their baccalaureate studies. To address the needs of these student customers, USC Union makes additional degree programs and coursework available by partnering with other units of USC Columbia.

- ❖ **Palmetto Programs –** This program will begin offering students the opportunity to earn a 4-year degree, the Bachelor of Liberal Studies, while remaining at the regional campus. At maturity, Palmetto Programs will offer students "from diverse educational, socio-economic and ethnic backgrounds living in a mixture of town, small city and rural settings" the ability to take courses exclusively at the regional campus site in "smart classroom" environments and earn a baccalaureate degrees from USC Columbia. (cf. USC Palmetto Programs website   http://pp.sc.edu/).

- ❖ **Bachelor of Science in Technology Support and Training Management (TSTM)** – Recently initiated by the College of Hospitality, Retail, and Sport Management at the University of South Carolina Columbia program to offer this degree to students at the regional campuses. TSTM faculty in Columbia will deliver classes via the "smart classroom" capabilities at the regional campuses. Degree program prepares students for technical career fields, such as Database Administration, Local Area Network (LAN) Administration, Corporate Training Development, Telecommunications, and E-Commerce Consultant.

II. 2. USC Union's key student segments, stakeholder groups, and market segments

- ❖ **Students:** English and Math assessment data (Table 7.1-1 and Table 7.1-2), graduation rates (Graph 7.1-4), first-year student success (Graph 7.1-3), minority retention (Graph 7.1-5), student satisfaction with instruction (Graph 7.2-1), USC Union Withdrawal Survey and Student Evaluations (Graph 7.2-4).

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- ❖ **Alumni & Friends:** alumni satisfaction with educational experience (Graph 7.2-2), connection between major and first job after graduation for alumni (Graph 7.2-2), gifts (Graph 7.3-5), graduate placement (Graph 7.2-5).

- ❖ **Business & Industry:** collaboration with other institutions, business and industry (Graph 7.2-3).

- ❖ **Community:** enrollment (Graph 7.5-1), FTE (Graph 7.5-2), minority enrollment (Graph 7.5-3), percentage of students from the service area (Graph 7.5-4), percentage of service area represented in the USC Union student body (Graph 7.5-6).

II. 3. USC Union's operating locations are USC Union Main Campus, USC Union Laurens Center, Union Comprehensive High School, Laurens District 55 High School, and Laurens Academy.

II.4. Number of employees, segmented by faculty and staff, permanent and part-time

	Full-Time	Part-time
Faculty	7	17
Staff	22	1

II. 5. The regulatory environment in which USC Union operates: One of 4 regional campuses of the University of South Carolina; regulated by the South Carolina Commission on Higher Education (CHE), which also provides state financial aid through lottery funds and other grants; Southern Association of Colleges (SACS) – under the umbrella of USC Columbia; OSHA (Occupational Safety & Health Administration); EPA (Environmental Protection Agency); South Carolina Department of Labor, Licensing & Regulation (SC-LLR); Americans with Disabilities Act (ADA); DHEC (South Carolina Department of Health & Environmental Control); and U.S. Department of Education (Federal financial aid).

II. 6.   The governance system is complex. USC Union reports to USC through the Vice-Provost for System Affairs & Executive Dean for Regional Campuses and Continuing Education. The Vice-Provost reports to the Provost. The Provost reports to the President. The President reports to the Board of Trustees. The campus operates with support for physical plant from the Union/Laurens Commission for Higher Education. In addition, a separate system of faculty governance exists that has authority in curriculum matters.

II. 7.   USC Union's key suppliers and partners are students; community and feeder schools; city and county governments; alumni and friends; employers, business and industry; USC Columbia; South Carolina Lottery Commission; and U.S. Department of Education.
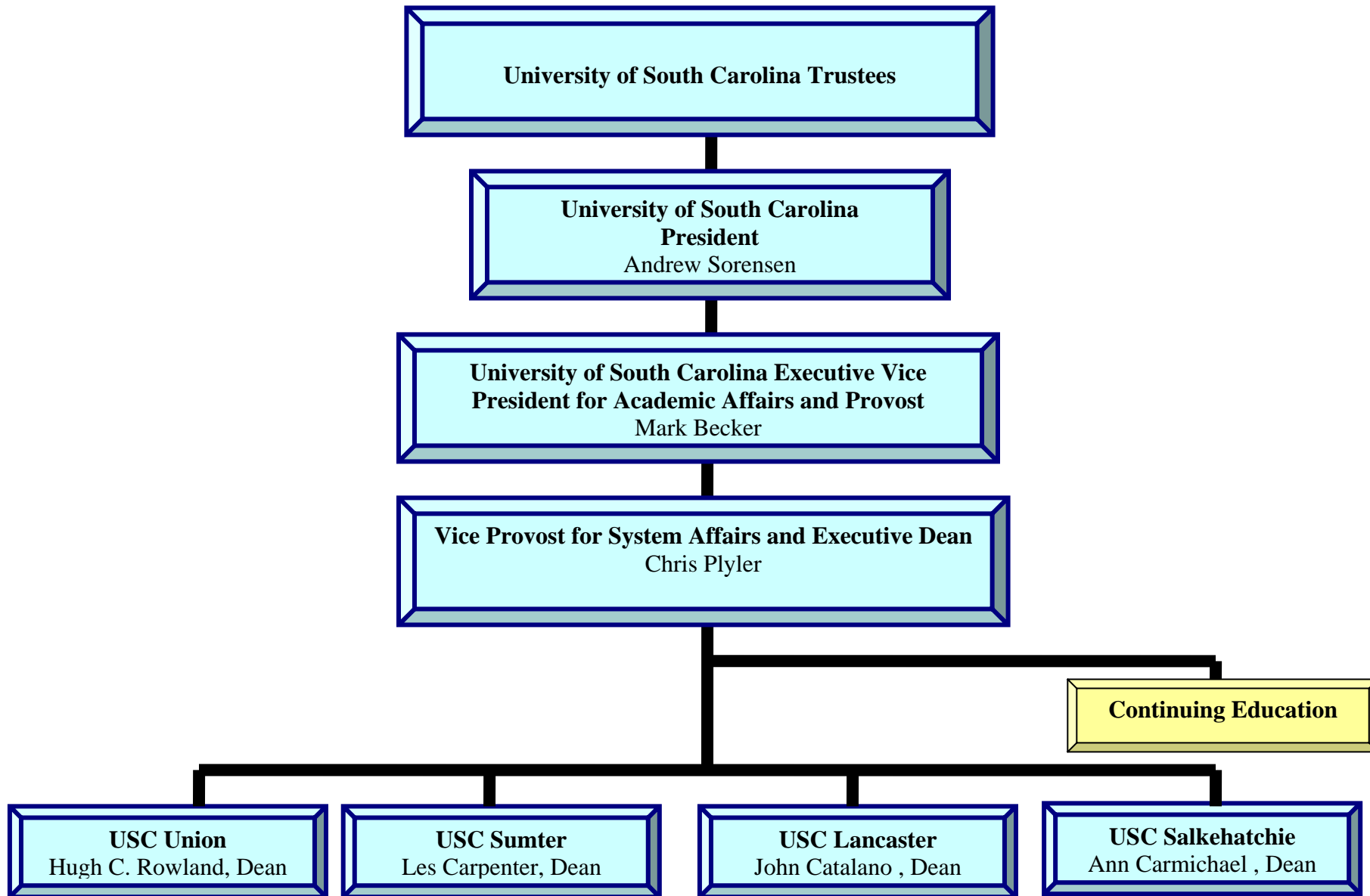
II. 8.   **USC Union's key competitors** are tuition price competitors (branches of South Carolina Technical College System); residential college experience (four-year college campuses); business & industry; and the military.
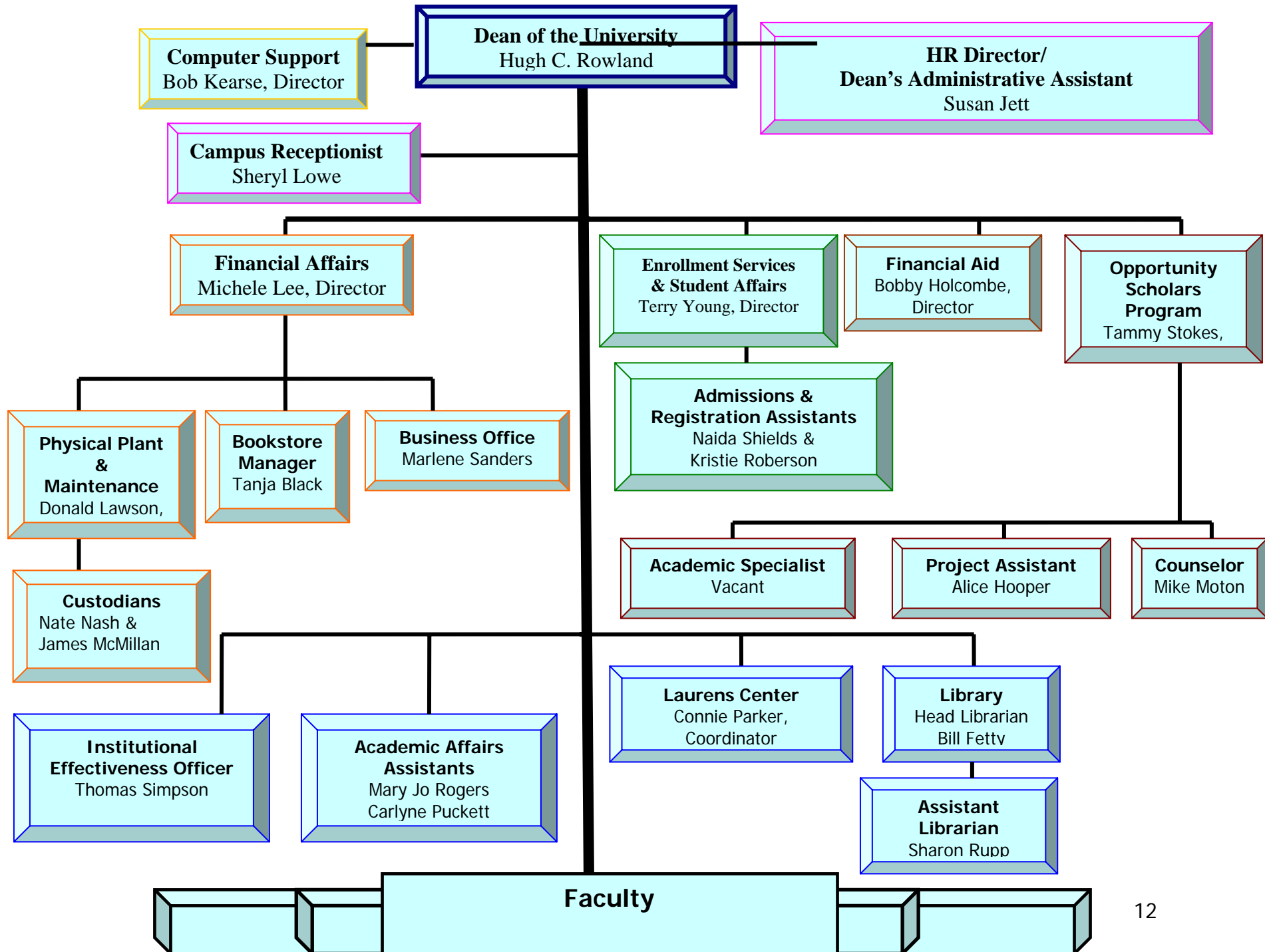
II. 9.   **The University of South Carolina Union's principal factors which determine competitive success** are location; population stagnation; economic decline; price; quality; customer service; co-branding with USC Columbia and the USC system; and availability of 4-year degree programs.

II. 10. **The University of South Carolina Union's key strategic challenges** are competition from Spartanburg Community College and Piedmont Technical College, both of which offer substantially lower tuition rates; fixed costs not related to enrollment or available funding; tenure track faculty (the USC System has increased tenure and promotion requirements for new faculty); adjunct faculty (USC System requires adjunct faculty to have relatively high educational qualifications whereas many of our competitor colleges do not; salary competition with other institutions makes hiring quality adjunct faculty difficult); and aging physical plant of historic buildings is costly to maintain.

II. 11. **The University of South Carolina Union has various performance improvement systems: s**atisfaction surveys from various student service areas (Orientation, Advisement, Financial Aid, and Student Life); course evaluation surveys; faculty evaluation system (peer & annual evaluation); annual EPMS evaluation; and employee satisfaction feedback delivered through the Faculty and Staff Organization welfare committees.

II. 12. Organizational Structure

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                    │  University of South Carolina Trustees   │
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                    │      University of South Carolina        │
                    │              President                   │
                    │            Andrew Sorensen               │
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                    ┌─────────────────────────────────────────┐
                    │ University of South Carolina Executive Vice │
                    │ President for Academic Affairs and Provost │
                    │              Mark Becker                  │
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                    ┌─────────────────────────────────────────┐
                    │ Vice Provost for System Affairs and Executive Dean │
                    │              Chris Plyler                 │
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Chris Plyler

Continuing Education

USC Union
Hugh C. Rowland, Dean

USC Sumter
Les Carpenter, Dean

USC Lancaster
John Catalano , Dean

USC Salkehatchie
Ann Carmichael , Dean

Organizational Chart

Dean of the University
Hugh C. Rowland

Computer Support
Bob Kearse, Director

HR Director/
Dean's Administrative Assistant
Susan Jett

Campus Receptionist
Sheryl Lowe

Financial Affairs
Michele Lee, Director

Enrollment Services
& Student Affairs
Terry Young, Director

Financial Aid
Bobby Holcombe, Director

Opportunity Scholars Program
Tammy Stokes,

Physical Plant & Maintenance
Donald Lawson,

Bookstore Manager
Tanja Black

Business Office
Marlene Sanders

Admissions & Registration Assistants
Naida Shields & Kristie Roberson

Custodians
Nate Nash & James McMillan

Academic Specialist
Vacant

Project Assistant
Alice Hooper

Counselor
Mike Moton

Institutional Effectiveness Officer
Thomas Simpson

Academic Affairs Assistants
Mary Jo Rogers
Carlyne Puckett

Laurens Center
Connie Parker, Coordinator

Library
Head Librarian
Bill Fetty

Assistant Librarian
Sharon Rupp

Faculty

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II. 13. Accountability Report Appropriations/Expenditures

USC Union Accountability Report Appropriations/Expenditures Chart

Major Budget Categories	FY 05-06 Actual Expenditures		FY 06-07 Actual Expenditures		FY 07-08 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$ 1,328,416	$ 771,821	$ 1,351,793	$ 794,976	$ 1,594,099	$ 794,976
Other Operating	$ 1,578,493	$ -	$ 1,840,969	$ -	$ 1,897,515	$ -
Special Items	$ -	$ -	$ -	$ -	$ -	$ -
Permanent Improvements	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits	$ 352,511	$ 186,743	$ 358,512	$ 197,737	$ 423,013	$ 197,737
Non-recurring	$ -	$ 100,000	$ 16, 206	$ 16,206	$ -	$ -
Total	$ 3,259,420	$ 1,058,564	$ 3,567,480	$ 1,008,919	$ 3,914,627	$ 992,713

Other Expenditures

Sources Of Funds	FY 05-06 Actual Expenditures	FY 06-07 Actual Expenditures
Supplemental Bills	$ -	$ 16,206
Capital Reserve Funds	$ -	$ -
Bonds	$ -	$ -

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II. 13.

H-40 Union Major Program Areas

Program Number	Major Program Area and Purpose (Brief)	FY 04-05 Budget Expenditures		FY 05-06 Budget Expenditures		Key Cross References for Financial Results*
547	Instruction: Arts & Sciences-Undergraduate degree programs appropriate to the authorized degree level of the institution and in compliance with its mission. Programs emphasize the basic core courses common to a wide variety of programs.	State:	528,859	State:	957,073	7.1-1, 7.1-2, 7.1-3, 7.1-4
		Federal:	22,502	Federal:	23,677	7.3-1, 7.3-2, 7.3-4
		Other:	478,881	Other:	0	7.4-1, 7.4-2, 7.4-3, 7.4-5
		Total:	1,030,242	Total:	980,750	7.5-1, 7.5-2, 7.5-3
		% of Total Budget:	31.61%	% of Total Budget:	27.49%	
548	Public Service-Activities established to provide non-instructional services beneficial to individuals and groups external to the institution.	State:	0	State:	0	7.2-2, 7.2-3, 7.2-5
		Federal:	50,010	Federal:	0	7.3-5
		Other:	794	Other:	11,641	
		Total:	50,804	Total:	11,641	
		% of Total Budget:	1.56%	% of Total Budget:	0.33%	
549	Academic Support-	State:	144,986	State:	51,846	7.3-3, 7.3-3

	Administrative functions that directly support instruction, research, career advising, and public service to include libraries, computing services, and academic administration.	**Federal:** 0 **Other:** 77,442 **Total:** 222,428 **% of Total Budget:** 6.82%	**Federal:** 0 **Other:** 192,151 **Total:** 243,997 **% of Total Budget:** 6.84%	
550	Student Services-Student focused activities to include admissions, health, athletics, registration, academic advising, student organizations, and other student services.	**State:** 130,348 **Federal:** 143,253 **Other:** 91,088 **Total:** 364,689 **% of Total Budget:** 11.19%	**State:** 0 **Federal:** 196,432 **Other:** 231,022 **Total:** 427,454 **% of Total Budget:** 11.98%	7.2-1, 7.2-2, 7.2-4, 7.2-5 7.3-3, 7.3-4, 7.3-7 7.5-5, 7.5-6, 7.5-7
551	Operations & Maintenance-Facilities support services to include campus security, capital planning, facilities administration, buildings and grounds maintenance, utilities, and major repairs and renovations.	**State:** 92,338 **Federal:** 0 **Other:** 83,325 **Total:** 175,663 **% of Total Budget:** 5.39%	**State:** 0 **Federal:** 0 **Other:** 181,051 **Total:** 181,051 **% of Total Budget:** 5.08%	7.3-3, 7.3-6
552	Scholarships-Scholarships and fellowships in the form of outright grants to students selected by the institution and financed in	**State:** 0 **Federal:** 404,171 **Other:** 549,668	**State:** 0 **Federal:** 492,851 **Other:** 657,839	7.3-5

	the form of current funds, both restricted and unrestricted.	**Total:** 953, 839 **% of Total Budget:** 29.26%	**Total:** 1,150,690 **% of Total Budget:** 32.25%	
553	Auxiliary: Bookstore-Self-supporting activity that exist to furnish textbooks, goods and services to students, faculty, or staff.	**State:** 0 **Federal:** 0 **Other:** 127,543 **Total:** 127,543 **% of Total Budget:** 3.91%	**State:** 0 **Federal:** 0 **Other:** 147,023 **Total:** 147,023 **% of Total Budget:** 4.12%	7.3-7
554	Institutional Support-Administrative functions to include executive management, personnel services, fiscal operations, administrative computing, and public relations.	**State:** 162,033 **Federal:** 0 **Other:** 172,179 **Total:** 334,212 **% of Total Budget:** 10.25%	**State:** 0 **Federal:** 0 **Other:** 424,874 **Total:** 424,874 **% of Total Budget:** 11.91%	7.3-3, 7.3-4
	Grand Total **Grand Total** **Grand Total** **Grand Total**	**State:** 1,058,564 **Federal:** 619,936 **Other:** 1,580,920 **Total:** 3,259,420	**State:** 1,008,919 **Federal:** 712,960 **Other:** 1,845,601 **Total:** 3,567,480	

ELEMENTS OF MALCOLM BALDRIGE AWARD CRITERIA

Category 1 – Senior Leadership, Governance, and Social Responsibility

C1.1 USC Union's senior leaders develop and deploy their organization's vision and values throughout the leadership system through a variety of formal and informal processes. As with many small institutions, USC Union's senior leaders have historically been able to develop long term and short term institutional direction in less formal ways, but the strategic planning process has promoted greater formalization of planning and implementation. Developing the mission statement – the core of the strategic planning process -- required formal action by the faculty, approval by the Dean, and further approval by the Board of Trustees and the Commission on Higher Education (CHE). Senior leaders set direction in accordance with the university's mission statement and are constrained by budgetary and institutional policy realities.

Increasingly, the strategic planning process is becoming the core of planning, implementation, and feedback. For example, the USC Union Strategic Plan for 2007 – 2012, deemed the Blueprint for Quality Enhancement, was developed by a joint effort of the Senior Leaders. This year, the strategic plan was disseminated to the Union/Laurens Commission for Higher Education, the USC Union full-time faculty, and the USC Union Staff Organization; comments and criticisms were solicited. Over the course of the coming year, we will be challenged to integrate the Baldrige approaches to administration into our structures and processes.

The Senior Leadership strives to exemplify personally the values of the institution and to support the efforts of members of the faculty and staff to do so also. Those who exemplify these qualities are honored through various established campus awards for both faculty and staff. A tradition at USC Union has been to select and publicly honor faculty and students who exemplify excellent behavior. Each year, the student body selects in a competitive process a faculty member for Distinguished Teacher of the Year. Each year, the full-time faculty selects the "Best All Around" student. Faculty select and present student awards for excellence in each academic discipline. Faculty and student awards are presented at a formal awards night ceremony that is well attended each year.

C1.2 To accomplish the organization's objectives, improve performance, and attain vision, USC Union senior leaders have traditionally used a variety of formal and informal processes, the most prominent of which are the EPMS system, the annual review system, CHE performance indicators, and the strategic planning process. Whereas the EPMS system and the annual review system are self-explanatory, performance indicators and the strategic planning process may need some elaboration. Historically, on the USC Union

campus as well as other campuses, a bit of a disjunction existed between the goals and methods required by process performance indicators and strategic plans. Further, a bit of a disjunction existed between the two aforementioned processes and the budget/funding process. But, by this point in history, the strategic planning process ties mission and vision to goals, initiatives, action plans, and indicators of successful completion. Our hope is that, with the Baldrige approach of this current report, the budget/funding process will be brought into line with the strategic planning process.

C1.3 USC Union's senior leaders focus on integrity and human development in a categorical fashion. Simply put, unethical and unprofessional behavior is not tolerated. Ethical behavior is expected, as well as compliance with legal, regulatory, and fiscal accountabilities. Modes of monitoring include auditors, both internal and external; reports of external activities that might be construed as conflicts of interest; and regular reports to accrediting agencies and others. For example, all full-time faculty are required to report annually whether they have had or plan to have any outside professional activities – paid or unpaid – that could be construed as conflicts of interest.

C1.4 Senior leaders create an environment for organizational, faculty, and staff learning by supporting learning through flex-time policies that make time available. Free tuition for courses and other development and travel funds provide a mechanism for covering the costs associated with development. Development activities are often recommended on EPMS forms and are central to the faculty evaluation system. During the 2006-2007 academic year, separate day-long retreats were held for faculty and staff where the focus was reviewing the mission, developing stakeholder feedback, and creating an environment of assessment/feedback and continuous improvement. Also, the Campus Dean and the Institutional Effectiveness Officer, working in consultation with Director of Enrollment Services and Student Affairs, instituted a strategic planning/assessment process for all student organizations and tied the new process to the student activities budget process.

Due to budget constraints and budget cuts over the last decade, USC Union funded faculty travel was eliminated. Increasing research expectations for tenure are forcing us to consider ways to reallocate funds for this purpose. Limited funded for faculty travel in support of scholarship was provided in the Spring of 2007 under the condition that the Faculty Organization develop a framework for the review and allocation of funds for future scholarship requests.

C1.5 The senior leaders at USC Union promote and personally participate in succession planning and the development of future organizational leaders by participating on the Strategic Planning Committee and by identifying employees to participate in the USC Union/Chamber of Commerce "Leadership Union" program. The Dean and the Institutional Effectiveness Officer have instituted a process of strategic planning and assessment for all student organizations at USC Union; the process is now tied to the student organizations' requests for funds.

C1.6 USC Union's senior leaders communicate with, empower, and motivate all faculty and staff members by fostering broad discretion in how employees may carry out their

responsibilities. This promotes an attitude of ownership in aspects of the organization. The Campus Dean attends all meetings of the Faculty Organization, the Regional Campus Faculty Senate, and the Staff Organization. Senior leaders take an active role in faculty and staff reward and recognition processes by being involved in the final selection process for many of the key awards. In addition, the annual performance evaluation systems provide a regular means to discuss performance with all faculty and staff members.

C1.7 In addition to ongoing dialogue through a variety of mediums, the deans of the regional campuses self report goals, objectives, strengths and weaknesses using a template developed by the Vice Provost for System Affairs and Executive Dean. At the conclusion of every academic year, the responses to the evaluation instrument are reviewed, and suggestions for improvement are noted and acted upon. Progress and/or corrective action is observed and documented by the Vice Provost via this interactive process. The Vice Provost is evaluated at mid-year and at year's end by the Executive Vice President for Academic Affairs and Provost, as well as the President of the University of South Carolina.

C1.8 USC Union receives continuous feedback from its key stakeholders through formal data collection and discussions with administration, faculty, staff, business, and community leaders. Information from such measures as student satisfaction with instruction (Graph 7.2-1), alumni satisfaction with educational experience and connection between major and first job after graduation (Graph 7.2-2), collaboration with other institutions, business and industry (Graph 7.2-3), satisfaction with student services (Graph 7.2-4), and graduate placement (Graph 7.2-5) is shared with the appropriate divisions to work on solving problems and improving processes on a continuous basis.

C1.9 USC Union's senior leaders are quite active in community affairs, both at the formal and informal levels. The former Campus Dean (retired in December 2006) sat on the Board of Directors of Provident Bank; was a member of the Union County Rotary Club; and founded the Leadership Union program to identify and encourage professionals who have the abilities to become leaders in Union County. In recent years, he served as the chairman of United Way, sat on boards of the YMCA, the Union Chamber of Commerce, and the Union County Development Board.

The current Campus Dean is the president of the Union County Chamber of Commerce; is an active member of the Union County Rotary Club, the Union Arts Council, the Union County Historical Society, and the Laurens County Chamber of Commerce; and regularly participates in the activities of the Upstate Workforce Planning Board. The Campus Dean also chaired the Economic Development Task Force for the Community Indicator project in 2006 and 2007. The Campus Dean sits on the United Way Board and the Union County Emergency Services Committee.

The Director of Financial Affairs and the Director of Human Resources sit on the Uniquely Union Festival planning committee. The Enrollment Services Director serves on the Gamecock Club planning board.

By virtue of these relations, one or another of the senior leaders is consulted when a major event is undertaken in Union. For example, when the Mayor of Union, the County Supervisor, and other local leaders began to develop plans and grants to improve downtown Union, they invited USC Union as an integral player. They also invited USC Union to participate in the development of a robotics center to serve the new industry moving into the area.

In terms of the informal levels of influence, USC Union constitutes a center of discussion because it hosts many of the public meetings. USC Union has some of the best meeting facilities in the area. Some noteworthy examples are:
- ❖ the annual Uniquely Union festival is held on the USC Union grounds each fall
- ❖ the monthly Chamber of Commerce Board Meetings are held on campus
- ❖ the Union County Arts Council holds juried art shows and music concerts on campus
- ❖ and U.S. Representative Inglis holds public "town meetings" on campus each year.

Category 2 – Strategic Planning

Prior to this point, the process has traditionally fallen to the Academic Dean and the Business Manager/Human Resources Director, with the oversight of the Campus Dean (during the 2006-2007 academic year, the Academic Dean position was eliminated). The Mission and Vision statements serve as the primary guides for long range planning. Internally, the Institutional Effectiveness Officer, the Director of Enrollment Services, Financial Aid Director, the Faculty Organization chair and the Student Government Association president have served as resources. Externally, information and feedback was sought from the Union/Laurens Commission for Higher Education, the Union Legislative Delegation, and the USC Office of the Vice Provost for System Affairs and Executive Dean.

USC Union is in a transition period, wherein changes in key personnel have positively affected the strategic planning process. In the summer of 2003, two long-standing administrators, who were integral to the strategic planning process, departed: the Academic Dean resigned and a former Academic Dean, who had served as the Institutional Effectiveness Officer, retired. The Academic Dean post was not filled for two years. Thus, responsibility for many aspects of strategic planning had to be carried out by a variety of people and the process suffered for lack of integration. The hiring of a new Academic Dean in the summer of 2005 and the planned retirements of key players (Business Manager/Human Resources Director and Campus Dean in December of 2006) provided the impetus for revamping the strategic planning process.

Under the guidance of the new Campus Dean, USC Union transitioned during this past semester from a strategic planning process centralized in the Office of the Campus Dean to a broad based approach in which all senior administrators are required to participate. Specifically, the new Campus Dean created a process whereby the senior leaders sit on a

strategic planning committee charged with integrating the strategic planning process and the annual accountability report activities into the overall operation of the institution.

	USC Union	Strategic Plan (6/15/2006)	
Program Number & Title	Supported Agency Strategic Planning Goals/ Objectives	Related FY 06-07 Key Agency Action Plan/Initiative(s)	Key Cross References for Performance Measures*

Goal I	Increase enrollment through development of new programs, enhancing existing curriculum, and improving retention	1. Develop new programs.
		   a. Develop joint programs with Union County High School at the Robotics Center.
		   b. Implement the "Continuum of Education" with Spartanburg Community College at the Robotics Center.
		   c. Develop a BSN program with USC Upstate and Wallace Thomson Hospital.
		2. Enhance existing curriculum
		   a. Develop policies and procedures for delivering online courses.
		   b. Develop Palmetto Programs (BLS) and TSTM courses as a mode for baccalaureate degree completion.
		3. Investigate "one-stop shop" enrollment process.
		   a. Conduct needs analysis in enrollment management.
		   b. Conduct staffing and facilities assessment for project.
			7.1-3
			7.1-4
			7.1-5
			7.2-2
			7.2-3
			7.2-4
			7.2-5
			7.3-2
			7.3-5
			7.5-1
			7.5-2
			7.5-3
			7.5-4
			7.5-5
			7.5-6

Goal II	Improve learning environment	1. Improve student writing skills
		   a. Expand use of the USC Union Writing Rubric to other writing intensive disciplines.
		   b. Explore the development of a Writing Center.
		2. Improve classroom technology
		   a. Develop plans for building a Library/Learning Resources Center.
		   b. Replace classroom blackboards and televisions with instructor workstations with telecommunications abilities.
		   c. Replace student desks with those more suitable for a university classroom.
		3. Develop a facilities master plan.
		   a. Determine short and long-term maintenance needs for existing facilities.
		   b. Develop long-term needs for new facilities.
			7.1-1
			7.1-2
			7.1-3
			7.1-4
			7.1-5
			7.2-1
			7.2-2
			7.2-4
			7.3-3
			7.3-4
			7.3-5
			7.3-6
			7.5-1
			7.5-2
			7.5-3
			7.5-5
			7.5-6

Goal III	Improve research, assessment, and planning activities	1. Recruit and retain faculty for new programs
		   a. Investigate recruiting faculty that can teach in more than one discipline.
		   b. Retain faculty.
			7.3-1
			7.4-1
			7.4-2
			7.4-3
			7.4-5

Category 3 – Student, Stakeholder, and Market Focus

C3.1 The mission of USC Union is to give the people of Union and surrounding counties an intellectual, social, cultural and physical setting which challenges them to grow in many ways and to develop a desire for lifelong learning. USC Union offers the first two years of courses for most university curricula and awards the general Associate of Arts and Associate of Science degrees. In terms of student needs, the Mission of USC Union and other regional campuses has defined the student and market segments as being primarily focused on non-residential college transfer populations. In short, the mainstay of USC Union's operation is to offer coursework for students to transfer to four-year colleges and universities. As such, our mission constrains determinations of student and market segments. Therefore, the primary market for students attending USC Union is a SC resident commuting from Union County or one of the other counties in its service area. The USC Union service area is defined as the counties of Union, Laurens, Chester, York, Cherokee, Newberry and Fairfield. By and large, most students attending the Union campus reside in Union County. The USC Union admissions office identifies and recruits at all high schools in the seven-county service area through campus visits, financial aid workshops, admissions workshops and regular mailings. USC Union also promotes the campus to attract non-traditional students by newspaper and radio advertising. Minority students in Union County are identified and recruited through the Access and Equity grant program. With the strategic plan stressing increased enrollment, an Admissions Recruiter has been hired to increase recruiting from all market segments. USC Union also provides a concurrent enrollment program for high school students in Union and Laurens counties, with hopes for expansion.

The primary reason students attend USC Union is convenience with cost being a secondary factor. Students are able to maintain employment and family responsibilities while taking USC Union classes. Commuting to other state colleges in Columbia, Spartanburg, or elsewhere strain employment and family responsibilities. Even without considerations of transportation, food, and other expenses related to commuting, USC Union is cost effective on tuition (Graph 7.3 -2). USC Union promotes the student ability to move through the USC System or successfully transfer outside the USC System to pursue bachelors and graduate degrees (Graph 7.1-4). Most students who plan to complete a four-year degree select the convenience of the "change of campus" option pursue their degree at a USC system campus. The Regional Campuses and Continuing Education division has instituted the Palmetto Programs allowing students at the regional campuses to complete a Bachelor of Liberal Studies (BLS) instead of the traditional Bachelor of Arts in Interdisciplinary Studies (BAIS) in a number of majors from the humanities and social sciences. Programs in business and criminal justice are being investigated for Palmetto Programs. A degree in Technology Support and Training Management from the College of Hospitality, Retail and Sports Management is also available to USC Union students. A Bachelor of Science in Nursing (BSN) program is being developed in conjunction with USC Upstate and Wallace Thompson Hospital.

Each year the Admissions Office sets target application goals for new student enrollment. The primary source for new enrollees is the area secondary schools. The expansion of concurrent student courses in the area high schools has proven to be an additional method of course delivery which also directly impacts enrollment. Most new freshmen enter USC Union from our area high schools. The most common way that students learn about the programs and services of USC Union is through friends and family members. They also gain information through guidance counselors, by being a Union resident, special recruitment, being a concurrent student, admissions outreach and alumni (Graph 7.5-5). The recruitment plan details the actions and predicted results from presentations and interactions with schools, businesses and industry (see Category 2, Chart of Strategic Plan, Goal 1).

USC Union assesses student needs and expectations throughout the academic year. Category 4.3 lists the various methods currently used to assess the value of the learning experience and evaluate the level of student satisfaction. The on-line application for admission (https://web.csd.sc.edu/app/Union/) contains a survey instrument designed to provide information relative to each applicants' interests, previous level of involvement in co-curricular activities, and potential for involvement in activities on the USC Union campus. At orientation, students are required to take placement tests and to provide feedback on their experience at USC Union. Students with special academic and/or physical needs are given assistance under the auspices of the Americans with Disabilities Act (ADA). One of the most important factors in student retention is academic advising. All full-time faculty members serve as academic advisors, as do the Opportunity Scholars Program director and counselors. A system of academic advising has been developed with advisors being assigned according their expertise in certain program areas and connection to specific student groups. Comments concerning satisfaction and suggestions for improvement are explicitly requested from each student as part of the student course evaluation process each semester and are used to improve the academic advising process.

C3.2 Evaluation forms given in each course during the fall and spring semesters gauge student satisfaction with the services of USC Union. Exit interviews are given to each student who transfers or withdraws from the University. Survey results are compiled and shared with the appropriate divisions with changes being made as warranted. Formal and informal survey results from students, feedback from business leaders and appropriate data concerning labor and employment trends are used the Academic Affairs and Admissions offices to determine programmatic change and course needs, with student demand being the strongest factor in change. The Union-Laurens Commission on Higher Education and The USC Union Partnership Board meet regularly to discuss feedback from the community. The Dean and other members of the faculty and administration meet regularly with political, business, education and community leaders to discuss the services provided by the University. The Director of Enrollment Services and the Director of Financial Aid personally visit all guidance counselors at each high school in the service area each fall semester; host an on-campus luncheon for guidance counselors each year; conduct information workshops with faculty, students, and families in key high schools each year; and host a "junior scholars" night to honor high achieving, future prospects and scholarship recipients. The enrollment management system tracks course enrollments to

achieve greater efficiency. Data is analyzed by the Institutional Effectiveness Officer and shared with the appropriate divisions with suggestions for improvement.

C3.3 The information that USC Union collects and assesses to keep services and programs relevant are compiled by the Dean, the Institutional Effectiveness Officer, and the Director of Enrollment Services/Student Affairs. As noted above (Category 2), the Dean and the Institutional Effectiveness Officer are responsible for developing the strategic plan. Results and comments from student evaluations (including concurrent courses that serve future students), exit interviews, alumni surveys and meetings with community leaders are shared with the appropriate divisions on a regular basis through the listserv, memoranda and meeting minutes. When demand for new programs and courses warrants, a needs analysis is conducted surveying students, members of the community, and business leaders in the appropriate fields. Appropriate resources are allocated to make the changes deemed necessary.

C3.4 USC Union determines student and stakeholder satisfaction and/or dissatisfaction via various avenues. Student satisfaction is determined by feedback from course evaluations, exit interviews and contact processes through the various campus offices. Alumni and stakeholder needs are identified through the Union-Laurens Commission on Higher Education and the USC Union Partnership Board contact processes and through alumni surveys administered by the Institutional Effectiveness Officer. The Dean and members of the Union-Laurens Commission on Higher Education and USC Union Partnership Board maintain relationships with constituents of the university including donors, friends, corporations, foundations, alumni, political leaders and groups interested in the mission of USC Union. The goal of all contact processes is to build and strengthen relationships of these key constituent groups. Feedback from the shareholder groups is shared with the appropriate divisions in order to improve service delivery.

C3.5 USC Union builds positive relationships to attract and retain students, enhance student performance, and to meet and exceed their expectations for learning by maintaining close working relationships with local school districts; providing individual services that students and parents expect from a small college, particularly through the Opportunity Scholars Program and the Student Affairs division; celebrating individual student success with formal programs; providing fellowship activities for students, including student organizations and a Student Government Association; developing and maintaining relations with regional media outlets (newspaper, radio, television, web-based media) to publicize student success stories; and publicly honor "dean's list" students with notices to their hometown newspapers. A major focus has centered on minority enrollment, retention and graduation for Union County students through the Access and Equity grant.

Positive external (non-student) stakeholder relationships, particularly those serving business, industry and education, are built by every member of the administration, faculty, staff and student body. USC Union is an active member in a number of business and civic boards in Union and Laurens counties, including the Chamber of Commerce. The needs of industry and education are discussed with appropriate divisions at USC Union on a

continuous basis through feedback processes (surveys, meetings), and services are provided as they are deemed necessary.

Category 4 – Measurement, Analysis, and Review of Organizational Performance

C4.1 One of the goals of the Strategic Plan is to improve research, planning and assessment activities. The Institutional Effectiveness Officer (IEO) coordinates the collection, assessment and dissemination of institutional research data for the institution. The IEO works closely with the Office of Institutional Assessment and Compliance on the Columbia campus. The IEO is charged with developing assessment guidelines for the Strategic Plan, reporting data to the South Carolina Commission on Higher Education (CHE), the Integrated Postsecondary Education Data System (IPEDS) and to CHE's CHEMIS database http://www.che.sc.gov/New_Web/Rep&Pubs/PFCHEMISData.htm. The IEO is also responsible for all data collection and assessment processes internally at USC Union. In anticipation of greater accountability for student learning outcomes mandated by The Southern Association of Colleges and Schools (SACS), the various campuses of USC are developing assessment plans for six General Education Outcomes (http://www.sc.edu/generaleducation/outcome.shtml). In order to have adequate longitudinal data for the 2011 SACS re-accreditation visit, USC Union has developed appropriate assessments for its general education courses. Assessment plans for English (writing rubric) and mathematics (pretest/posttest) were developed and implemented in 2006 – 2007. The writing rubric will be extended in 2007 – 2008 to other writing-intensive courses. The pretest/posttest design will be used in the sciences. Course-embedded assessments will be designed in addition to these for the other outcome areas.

C4.2 A fundamental value shared by the administrative officers and the University is that a high degree of integration among planning, assessment and institutional research is essential for the University to maintain excellence in teaching, research and public service. All administrative units are required by the Dean to provide regular reports, using the resources of the IEO when necessary, on their achievements and their relationship to the Strategic Plan. These reports are analyzed by the Dean, IEO and other officers and streamlined for reporting to other units as well as appropriate stakeholder groups. Each unit is given feedback by the officers as to how their achievements relate to the mission and Strategic Plan and how improvements can be made, particularly in relation to resource allocation. All USC campuses are converting to an Assessment Composer program that will allow for more streamlined data collection, analysis and sharing.

C4.3 USC Union's key measures are kept current through data collection and assessment, surveys, along with data and financial auditing which are vital in the process of long range planning.
- ❖ **Student Achievement & Retention:** first-year student success (Graph 7.1-3), graduation rates (Graph 7.1-4), minority retention (Graph 7.1-5). Each of these measures is collected annually.

- ❖ **Educational Compliance:** CHE reports http://www.che.sc.gov/New_Web/Rep&Pubs/Per_Fund/PFData.htm. Each of these measures is collected annually.
- ❖ **Customer Satisfaction:** student satisfaction with instruction (Graph 7.2-1) (Fall and Spring), alumni satisfaction with educational experience (Graph 7.2-2) (every three years), connection between major and first job after graduation for alumni (Graph 7.2-2) (every three years), collaboration with other institutions, business and industry (Graph 7.2-3) (annually), USC Union student evaluations and withdrawal survey questions on student services (Graph 7.2-4) (Fall and Spring and yearly, respectively), graduate placement (Graph 7.2-5) (annually)
- ❖ **Human Resources, Administration and Finance:** faculty satisfaction (Graph 7.4-3/7.4-5), faculty compensation (Graph 7.3-1), faculty quality (Graph 7.4-2), staff satisfaction (Graph 7.4-3/7.4-4), tuition (Graph 7.3-2), revenues & expenditures (Graph 7.3-3), instructional & administrative costs (Graph 7.3-4), gifts (Graph 7.3-5). Each of these measures is collected annually.
- ❖ **Facilities & Technology:** needs assessments, operation and maintenance of physical plant costs (Graph 7.3-6). Each of these measures is collected annually.

C4.4 The Dean and the Institutional Effectiveness Officer analyze the trends, projections and cause-effect relationships and share the information with appropriate members of the administration, faculty and staff, as well as appropriate stakeholder groups. This information is used to set priorities in the use of fiscal, personnel and material resources as well as to make changes to policy, procedures and operations as needed. The analysis utilizes many types of data collected for CHE, SACS, and IPEDS reporting as well as from a variety of reports gleaned from internal operations data and from community feedback. Measures calculated for CHE are compared to benchmarks to determine compliance.

C4.5 The Office of Institutional Effectiveness & Compliance on the Columbia campus provides a secure network where all data and surveys are housed http://kudzu.ipr.sc.edu/. Data is updated, reviewed and disseminated each term, reported and reviewed by multiple constituents throughout the University of South Carolina System, The South Carolina Commission on Higher Education (CHE), The National Center for Education Statistics (NCES), and The Federal Integrated Postsecondary Education Data Systems (IPEDS). Internal assessment data is housed in the Office of Academic Affairs and managed by the Dean and the Institutional Effectiveness Officer. With decision-making at USC Union becoming more data-driven, assessment traditionally conducted via paper-and-pencil is being migrated to an online format.

C4.6 The institutional planners continuously notify the administration, faculty and staff on organizational review findings relating to the goals and action plans of the Strategic Plan. The members of the academic, finance and administrative divisions each develop plans to improve performance in their area. All of the divisions work in conjunction with each other to insure that human, intellectual and material resources are allocated to foster an environment where continuous improvement can be achieved. Priorities for such improvement are linked back to the Strategic Plan and its goals and action plans as determined by the administration and institutional planners.

C4.7 Organizational and employee knowledge is represented in the form of policies and procedures, guidelines, rules and other formal documents. USC Union has monthly (September – May) meetings of its Faculty and Staff Organizations where information is shared and new policies and procedures are discussed and developed. Standing committees of each organization meet when needed, as do *ad hoc* committees that are created by the Dean as warranted. Managers act as facilitators passing along the accumulated knowledge of the organization and directing staff to accomplish their tasks by following the policies and procedures of the University. Faculty and Staff retreats are also conducted several times a year to insure that all employees are familiar with the goals of the Strategic Plan and to facilitate dialogue for improvement. USC Union resists the tendency toward inertia by encouraging all employees to participate in education and training and incorporating the new information and strategies into the workplace through cross-training and in-service workshops. There are periodic meetings of USC Union employees with their colleagues at the other USC campuses as well as their counterparts at other institutions across the state and region. These relationships allow USC Union to continuously identify best practices in every process of the organization. This information is used to modify policies and procedures and aid in the continuous improvement of all aspects of the University.

Category 5 – Faculty and Staff Focus

C5.1 USC Union organizes and manages work to enable faculty to teach in small classroom settings that focus on student learning, and have adequate time during the academic year and the summer to pursue research opportunities. USC Union provides opportunities for faculty development in teaching improvement in-house through the Academic Affairs office in conjunction with various divisions at the Columbia campus (including free-tuition courses), provides opportunities for conference travel through The Family Fund, provides an orientation and office space for adjunct faculty, and provides secretarial and computer support for both full-time and adjunct faculty. USC Union organizes and manages work to enable staff to not only be trained at their contracted job but also be trained to help in other offices when there is a need. USC Union staff provides secretarial support for no more than two full-time and two adjunct faculty members. USC Union provides opportunities to staff members for pursuing a higher degree by offering free-tuition courses and provides computer support for all staff. USC Union organizes and manages work that promotes cooperation, initiative, empowerment, innovation, and organizational culture through interoffice committees and task forces bringing resources from throughout campus to bear on issues.

C5.2. USC Union faculty and staff provide feedback to the administration through the Faculty and Staff Organizations on a monthly basis at their, at Faculty and Staff retreats held several times per year and in the yearly Job Satisfaction Survey. Changes to the system are made based on the recommendations of these organizations. Open planning structure allows all employees to make suggestions regarding improvements. Budget authority is delegated downward in the structure. The Faculty Organization is representative of cross-functional disciplines, where numerous faculty committees are

empowered to enhance the learning-centered process. USC Union Faculty Organization Committees are listed at: http://uscunion.sc.edu/handbook/bylaws.htm. Special task forces are created by the Faculty and Staff Organizations when deemed necessary by the Dean.

C5.3 USC Union achieves effective communication and knowledge/skill/best practice sharing across the campus via: a common e-mail system allowing rapid sharing of information, discussion of academic issues and sharing of committee minutes through a faculty listserv accessible by all employees, development opportunities advertised to all employees, the chairs of the Faculty and Staff Organizations attending the meetings of both bodies, inviting adjunct faculty to be members of the Faculty Organization and the monthly meetings during the academic year of the Faculty and Staff Organizations.

C5.4 USC Union's faculty and staff performance management system includes merit plans, Employee Performance Management System (EPMS), and the process of coordinating to institutional plans. The faculty evaluation system is tied directly to goals and raises are nearly entirely merit driven: http://hr.sc.edu/policies/hr136.pdf. The EPMS system includes objectives that can be tied to goals.

C5.5 When vacancies in the administration and staff occur, qualified faculty and staff are strongly urged to apply for these positions in an attempt to ease transitions. USC Union does not have discrete academic "departments," hence there are no department heads and no need for a succession plan. An Academic Coordinator from the permanent faculty appointed by the Dean based on longevity and excellence in teaching serves as a de facto department head. Faculty career progression is built into the rank system. Adjunct faculty is compensated based on experience and education level and managed by the Dean. In some academic disciplines, adjunct faculty members are managed by both the Dean and the faculty member in charge of the area. Staff positions typically lack a career ladder structure that necessitates a succession plan.

C5.6 New faculty members are given an orientation in Columbia by the Provost's office before they begin teaching, in addition to in-house orientations by the HR officer and the Dean. Faculty members are provided yearly workshops on tenure and promotion by the Regional Campuses Faculty Senate to address the increasing importance of scholarly research. Periodic development opportunities in teaching and technology are provided by the Regional Campuses office and other units of USC Columbia. USC Union conducts in-house workshops on academic advising and teaching effectiveness before the start of each semester. All employees have opportunities for development throughout the year provided by the Columbia campus http://hr.sc.edu/profdevp.html and are eligible to take one class each semester tuition-free. New staff members are given an orientation by the HR officer and occasionally an orientation by an office on the Columbia campus with whom they will be closely working. The HR officer provides regular updates to all employees on key issues regarding employee wellness, human relations, legal issues and benefits by e-mail as well as print media. The Dean's Office provides regular information on changes in USC policy and procedures as they apply to all employees or specific academic disciplines. Education, training and development opportunities are provided on an as-needed basis determined by the faculty, staff and administration and the new knowledge and skills they

provide are integral in job performance and increasing the quality of all processes at USC Union.

C5.7 USC Union motivates faculty to develop and utilize their full potential through the faculty annual review by the Dean ; the Peer Review conducted by faculty under the auspices of the Faculty Organization; the Distinguished Teaching Award (http://uscunion.sc.edu/handbook/TOY.htm) with monetary compensation (one faculty member selected each spring by a committee of faculty, staff and students based on nominations from the school at-large); and nomination for the Governor's Professor of the Year award. The Employee Performance Management System (EPMS) and staff annual review offers employees an opportunity to merit raises based on exemplary work. The Student Government Association (SGA) also presents a Staff Appreciation Award with monetary compensation each spring (one staff member selected each spring by the student body).

C5.8 USC Union faculty and staff provide feedback to the administration through the Faculty and Staff Organizations on a monthly basis at their, at Faculty and Staff retreats held several times per year and in the yearly Job Satisfaction Survey. Adjunct faculty are given an informal survey concerning their satisfaction with teaching at USC Union and what changes they feel could be made to improve the university.

C5.9 The data from the surveys are analyzed by the Institutional Effectiveness Officer and shared with the Dean and the Faculty and Staff Organizations. Any issues that seem to be a source of dissatisfaction are addressed by the Dean in consultation with the appropriate administrators. Informal feedback given at meetings is handled in a similar manner.

C5.10 USC Union has established a clean and safe environment that allows the staff to maintain the facilities to the best of our abilities so that they may be used by faculty, staff, students, and visitors for their intended purpose. USC Union's Hazardous Weather and Emergency Leave policy can be found at http://uscunion.sc.edu/handbook/Hazardous%20Weather%20and%20Emergency%20Leave.htm. Telephones are located in each classroom, each office and the library on the Union campus and in each office at the Laurens County Higher Education Center. Should an emergency or accident occur, a person dials 7710 on campus to notify the switchboard operator. If the situation warrants, call [EMS] Emergency Medical Service (EMS) may be called at 9-911. OSHA standards are observed in the dry and wet labs in the Main building. Air horns have been placed around campus at near classrooms and entrances to be used to alert others in case of an emergency that does not involve fire. A communications committee of faculty, staff and students has been formed to address better methods of communication during an emergency (e.g.: mass e-mails and text messaging).

Category 6 – Process Management

C 6.1 The USC Union Mission Statement frames and guides the development of programs, offerings, and student services. Further, additional policies and procedures delimit the process.

- ❖ Curriculum Policies and Procedures – All curriculum development must adhere to the policies and procedures defined by the USC Columbia Faculty Senate: http://www.sc.edu/policies/facman/Faculty_Manual.pdf#page=8.

- ❖ Faculty Quality Assessment – Prior approval for a faculty member to teach each and every course must be obtained from the appropriate academic department at USC Columbia. At a minimum, a faculty member must have a master's degree and at least 18 graduate credit hours in a field to teach. This pertains both to full-time and adjunct faculty.

- ❖ Commission on Higher Education (CHE) Requirements – USC Union encompasses the process set forward by the Commission on Higher Education to develop new programs, enhance existing programs and deliver programs. These are driven by the values implicit in the mission statement. Details are worked out by governance structure and faculty action.

  Program approval is one of the important functions that a coordinating agency is called upon to perform. The essential nature of this function was recognized in the 1967 legislation creating the South Carolina Commission on Higher Education, which requires approval by the Commission or the General Assembly before any new program may be implemented by a public institution of higher learning. It was reemphasized in Act 359 of 1996, which specifically mandated that the Commission "examine" the "curriculum offerings" of each public college and university in the state "and the respective relationships to services and offerings of other institutions." Act 359 also reaffirmed that "no new program may be undertaken by any public institution of higher learning without approval of the Commission."

  The principal role of the Commission in program approval is to take a statewide viewpoint (and, in some cases, a regional or national viewpoint). In reviewing proposals for new programs or certain modifications to existing programs, the Commission seeks answers to the following five broad questions concerning each program: What are the objectives of the proposed program? Does the state need the program, and if so, are there alternative means of accomplishing the desired objectives? Is the program compatible with the mission, role, and scope of the institution? How much does the program cost? Does the institution have the necessary personnel, facilities, library holdings, and other essentials necessary to conduct a program of high quality; and, if not, is there a plan for acquiring these essentials?

The complete process and procedure can be viewed at the Commission for Higher Education website: http://www.che.sc.gov/New_Web/ForInstitutions/AcadProg.htm. In accordance to these regulations, academic programs and requirements at USC Union are described at http://www.sc.edu/bulletin/Union/acadregs.html. Student rights and responsibilities are outlined at http://www.sc.edu/bulletin/Union/student_life.html.

C6.2 USC Union incorporates input from students, faculty, staff, stakeholders, suppliers, and partners for determining key learning-centered process requirements through: cross-membership on the primary University committees (The chairperson of the Staff Organization gives a report to the Faculty Organization at each meeting and visa versa.); USC Union Faculty Organization and Regional Campuses Faculty Senate committees formulate policy relating to the structure and function of the key learning-centered processes (e.g. student rights and responsibilities; faculty welfare); joint faculty-staff committees for University functions involving students, stakeholders, suppliers and partners (e.g. Student Government Association; graduation; Junior Scholars; Awards Night; Founder's Day, Christmas party); executive officers of the Student Government Association serve on the Student Affairs Committee and a freshman and sophomore senator serve on the Academic Affairs Committee of the Faculty Organization; and the Dean meets regularly with members of the community, business leaders and legislators at civic functions and special meetings. The Dean and Institutional Effectiveness Officer disseminate this information, as well as information collected from other sources as outlined in Category 4, through meetings, memoranda and the faculty listserv as well as periodic faculty and staff retreats. Appropriate committees of the Faculty and Staff Organizations act on this information to increase the quality of the learning-centered processes.

C6.3 USC Union incorporates organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery via: investigating potential new associate degree programs to be offered exclusively at USC Union and in partnership with other USC campuses as well as technical colleges; developing new programs, particularly baccalaureate programs, in conjunction with other campuses of USC through the smart classroom system and the internet as developed for Palmetto Programs; improving faculty welfare by reviewing faculty teaching load, scholarship, and service requirements, as well as providing programs to improve teaching quality; using student evaluation and peer review of instruction to target areas in which instructional quality needs to be addressed; and streamlining budgeting by using innovative computer systems (QuickBooks) and working toward a paperless work environment by developing more computer-based processes.

C6.4 USC Union systematically evaluates and improves the learning-centered process in an ongoing program of data collection, review and planning. Using the performance measures outlined in Category 4, the Dean and Institutional Effectiveness Officer, in conjunction with the Faculty Organization, develop plans for the improvement of the quality of the learning-centered process on a departmental basis. There are six General Education Outcomes (http://www.sc.edu/generaleducation/outcome.shtml) mandated by USC. In order to have adequate longitudinal data for the 2011 SACS re-accreditation visit,

USC Union has developed appropriate assessments for its general education courses. Assessment plans for English (writing rubric) and mathematics (pretest/posttest) were developed and implemented in 2006 – 2007. The writing rubric will be extended in 2007 – 2008 to other writing-intensive courses. The pretest/posttest design will be used in the sciences. Course-embedded assessments will be designed in addition to these for the other outcome areas.

C6.5 USC Union's key support processes are delivered by the Dean's Office (administration, financial affairs office, bookstore, admissions office, financial aid office, and maintenance) and the Opportunity Scholars Program. Feedback from students is provided on the Dean's Office functions of administration, financial affairs office and bookstore in the student evaluations and the withdrawal survey (Graph 7.2-4), and this information is used along with verbal and suggestions for improving quality in these services. The needs for and expenditures in the operations and maintenance (Graph 7.3-6) are constantly evaluated, particularly in light of the historical significance of the buildings of USC Union to the community and the great expense it takes to maintain the physical plant. The admissions and financial aid offices are given advertising budgets and enrollment trends (Graph 7.5-1/7.5-2) and retention trends (Graph 7.1-3/7.1-5) are used to target their expenditures. The Opportunity Scholars Program offers academic services to first-generation college students through a federally funded TRIO grant and information concerning the function and performance of USC Union's OSP program can be found at http://uscunion.sc.edu/OSP/osp.html.

C6.6 USC Union ensures that adequate budgetary and financial resources are available to support our operations by analyzing the sources of projected revenue against models of anticipated costs. As a Regional Campus, USC Union obtains revenue primarily from the following sources: state appropriations; tuition and fees; appropriations from the city and county governments of the service region; auxiliary services – the USC Union Bookstore (includes food vending); and gifts to the USC Union Partnership Board (scholarships/grants/gifts). Each year the Budget Director meets with the individual campus units to discuss budget needs for the upcoming year. The Budget Director meets with the units again about mid-year to review revenues and expenditures.

Like all USC campuses, USC Union faces the obstacle of operating in a state that under-supports higher education. Therefore, USC Union has had to increase tuition and fees to simply maintain adequate levels of services to students (Graph 7.3-2). Tuition increases will continue to be relied upon unless the State of South Carolina chooses to reverse the downward funding trend for higher education.

Union County provides the vast majority of local government funding. USC Union's funding in the county budget was moved from the miscellaneous (and therefore precarious) category to the millage category. Laurens County provides some government funding to offset a portion of the cost of maintaining the USC Union program at the Laurens Center.

In terms of auxiliary sources, revenue streams in the Bookstore are currently adequate to maintain the self-supporting nature of the "business." The campus continues to seek

additional viable avenues of food service delivery on campus. So far, the size of the student body plus the faculty and staff on campus is not large enough to support a cafeteria service. Some creative methods of food delivery have been implemented to provide students with hot and affordable food. In addition to ready to eat and frozen food items, the bookstore sells hot prepared food from local restaurants one day each week. Additionally, the bookstore has become actively involved with the local chapter of the Gamecock Club. The bookstore has had success in selling University related merchandise at the club's major events throughout the year.

At this time, USC Union has no specific plans for revising the budget allocation model. Each year, if the Dean and Budget Director deem it necessary, minor improvements are made in the process.

Category 7 – Organizational Performance Results

C7.1
Chart 7.1 – 1

USC Union English 101 & 102 Post-Test Analysis

Course	Sample Size	Exit Essay Average Score	t-Test Conclusion
ENGL 101 (Fall 2006)	18	3.679	Average exit essay scores significantly higher.
ENGL 102 (Spring 2007)	12	3.117	Average exit essay scores significantly higher.

The USC Union Writing Rubric scores essays on a scale of 1 – 5 with a range of 3 – 4 being satisfactory. The goal is for the average to be in the satisfactory range.

Chart 7.1 – 2

USC Union Mathematics Course Assessment Analysis

Course	Number of Competencies	Number to Receive Increased Instructional Attention
MATH 111I	21	9
MATH 115	29	9
MATH 122	10	6
MATH 141	15	8
MATH 142	14	5
STAT 201	14	2

Competencies determined to receive increased attention have less than 70% of the students mastering the competency on the course posttest.

Graph 7.1 – 3

Success Rate (Percentage) of First-Time, Full-Time Degree-Seeking Undergraduate Students

Trend is upward with USC Union outperforming the other USC

regionals and the technical colleges.

Legend:
- USC Regionals
- SC Technical College
- USC Union

X-axis (Semester): Fall 2003, Fall 2004, Fall 2005, Fall 2006
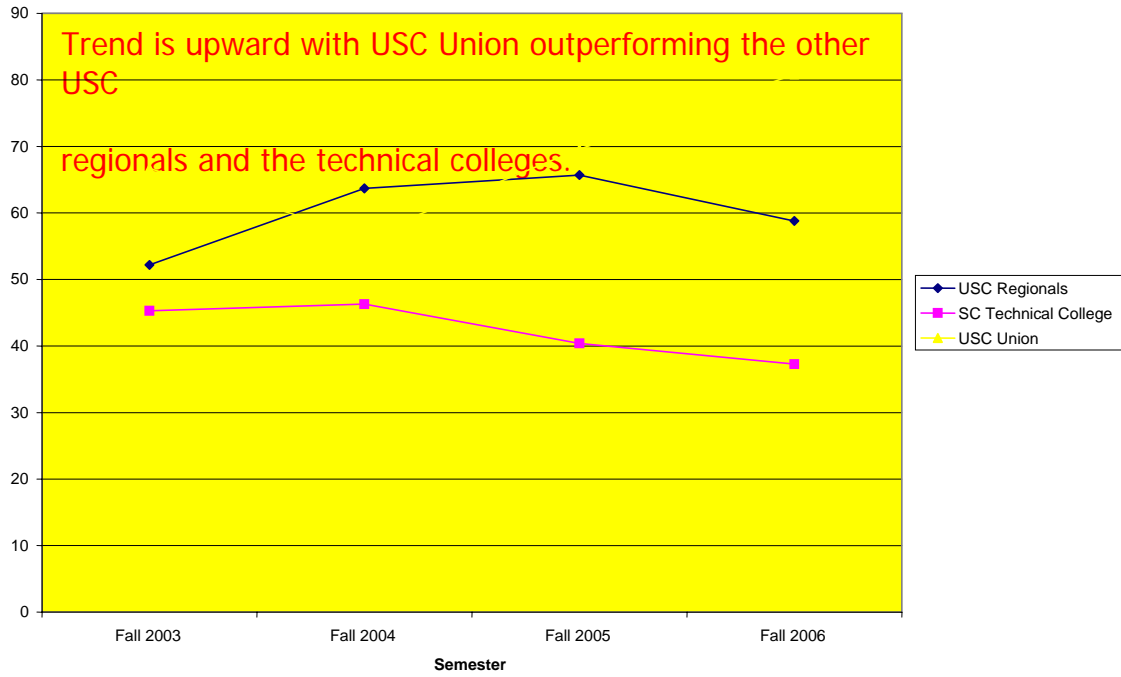
Graph 7.1 – 4

Percentage of First-Time, Full-Time Degree-Seeking Undergraduate Students Receiving 4-Year Degrees in 150% of Program Time

Trend is upward with USC Union outperforming the other USC

regionals.

Legend:
- USC Union
- USC Regionals

X-axis: 1997 Cohort, 1998 Cohort, 1999 Cohort
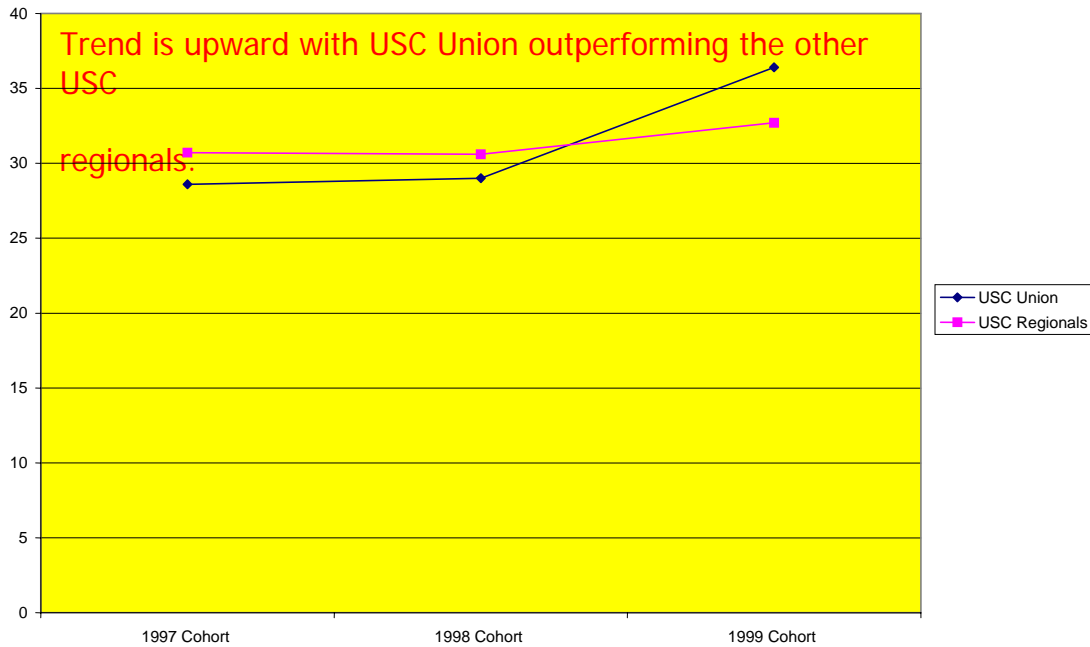
Graph 7.1 – 5

Minority Retention (Percentage of Minority Enrollment Retained)

Trend is upward with USC Union outperforming the other USC regionals and the technical colleges.

Legend:
- USC Union
- USC Regional Campuses
- SC Technical Colleges
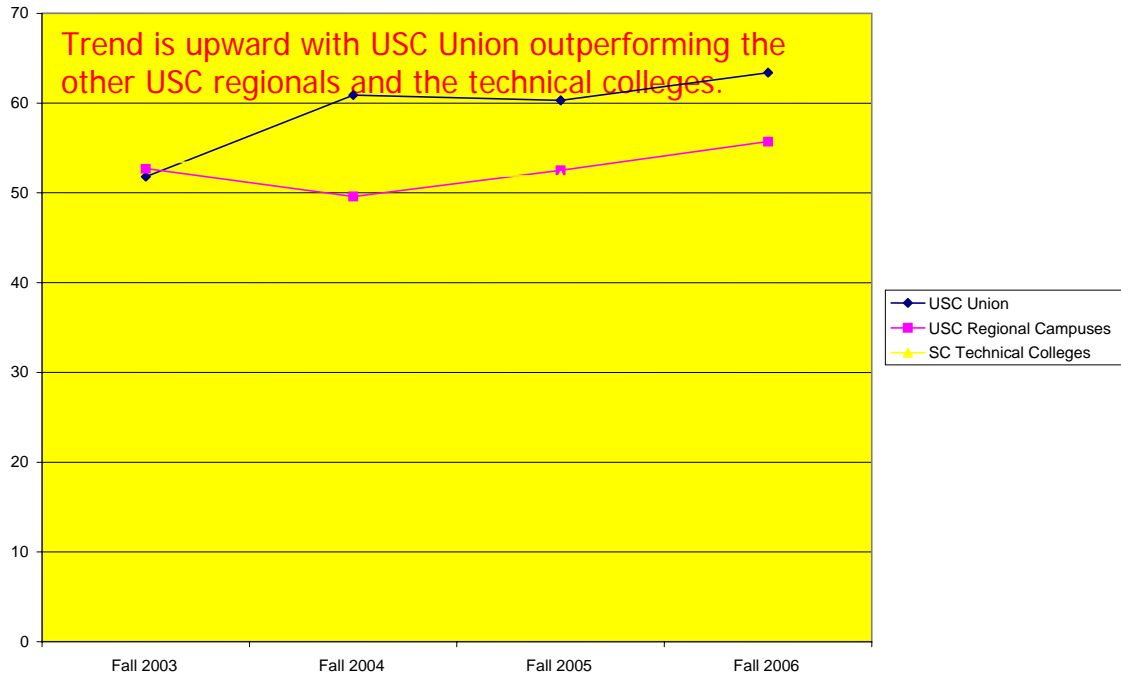
C 7.2
Graph 7.2 – 1

Student Satisfaction With Instruction (Average Score for Course Satisfaction)

Trend is upward.
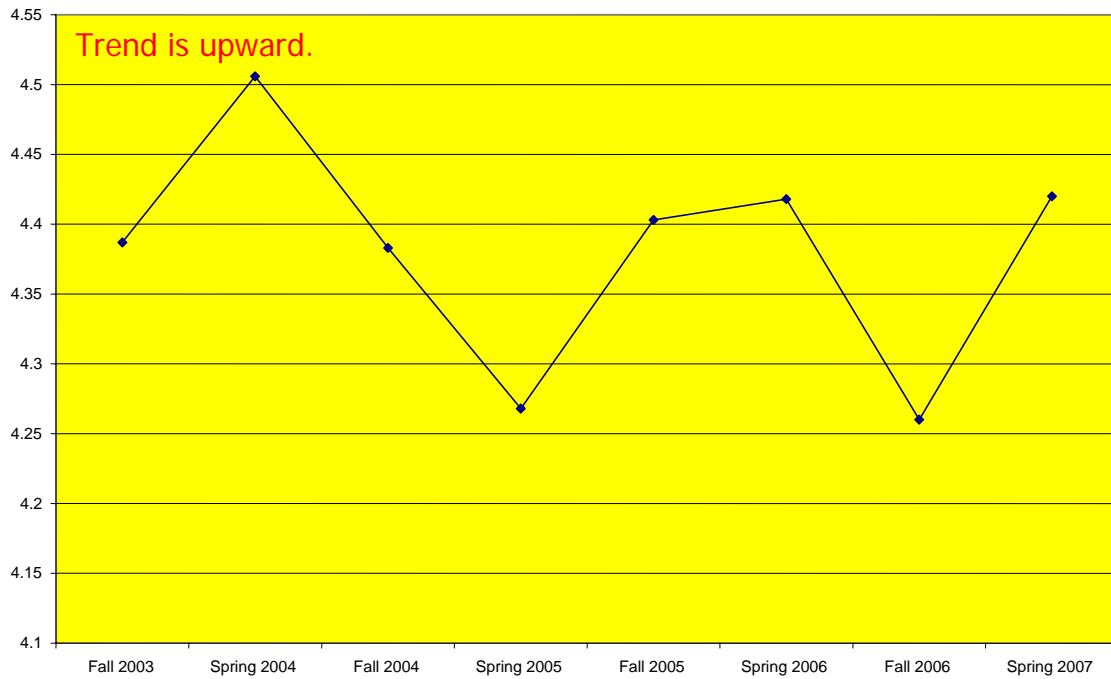
C7.2

Graph 7.2 – 2

Alumni Academic Program Satisfaction & Relationship to Job (Percentage)

USC Union maintains 100% alumni satisfaction with academic programs.

Degree relationship to job trend downward indicates the need for more specialized programs at USC

Union.

Academic Program Satisfaction
Academic Program/Job Relationship

Academic Year of Graduation
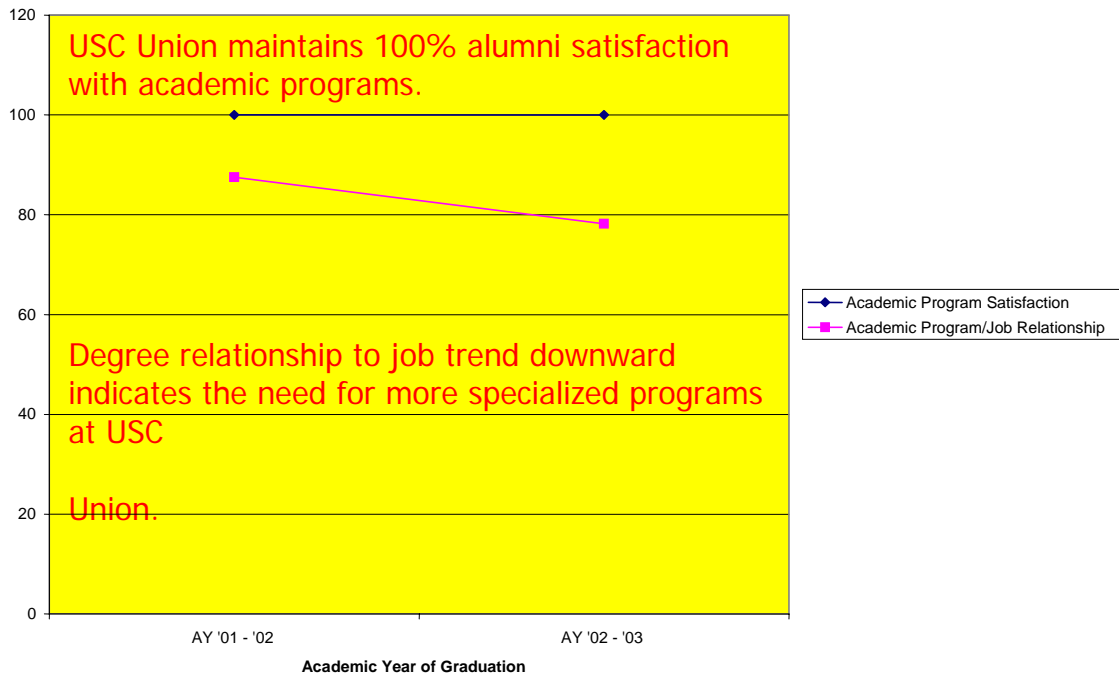
Graph 7.2 – 3

Number of Collaborations With Other Institutions, Business & Industry

Trend is upward.

Fiscal Year

38
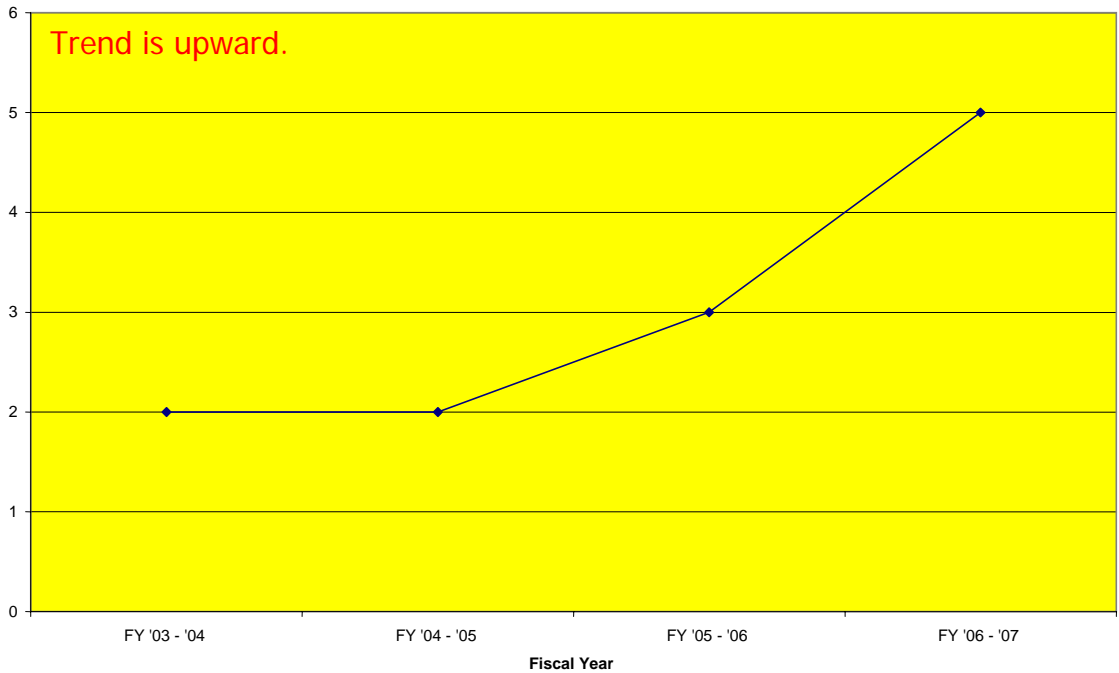
Graph 7.2 – 4

Percentage of Students Satisfied & Very Satisfied with USC Union Services

Trend is upward with over 80% of the students satisfied.

Legend:
- Withdrawal Survey (2004 - 2006)
- Fall 2006 Student Survey
- Spring 2007 Student Survey
- Withdrawal Survey (2006 - 2007)

Categories: Instructor Availability, Advisor Availability, Educational Programs, Faculty, Student Support Services, Administrative Services
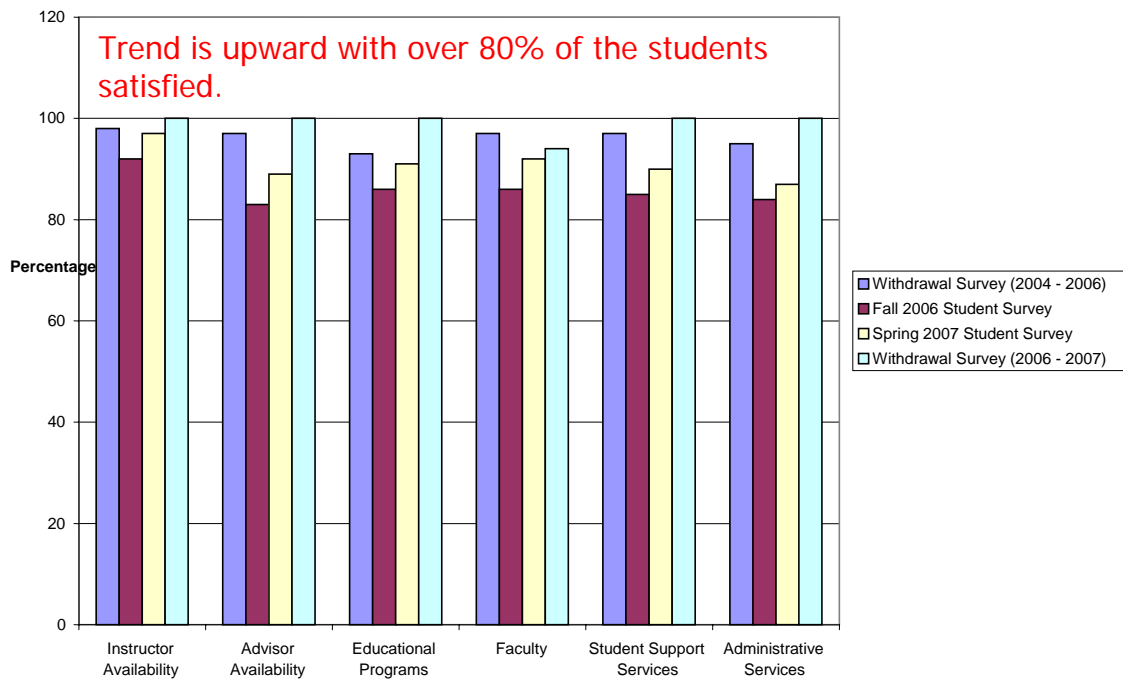
Graph 7.2 – 5

Percentage of Graduates Pursuing Further Degrees or Entering the Workforce

Trend is upward.

Categories: Class of 2003, Class of 2004, Class of 2005, Class of 2006

C7.3

Graph 7.3 – 1

Average Faculty Salary

Trend is downward and below the other USC regionals.

Legend:
- USC Union
- USC Regional Campuses
- S.C. Technical Colleges

X-axis: Academic Year (AY '03 - '04, AY '04 - '05, AY '05 - '06, AY '06 - '07)

Graph 7.3 – 2

Tuition ($)

Trend is upward.

X-axis: Academic Year (AY '03 - '04, AY '04 - '05, AY '05 - '06, AY '06 - '07)
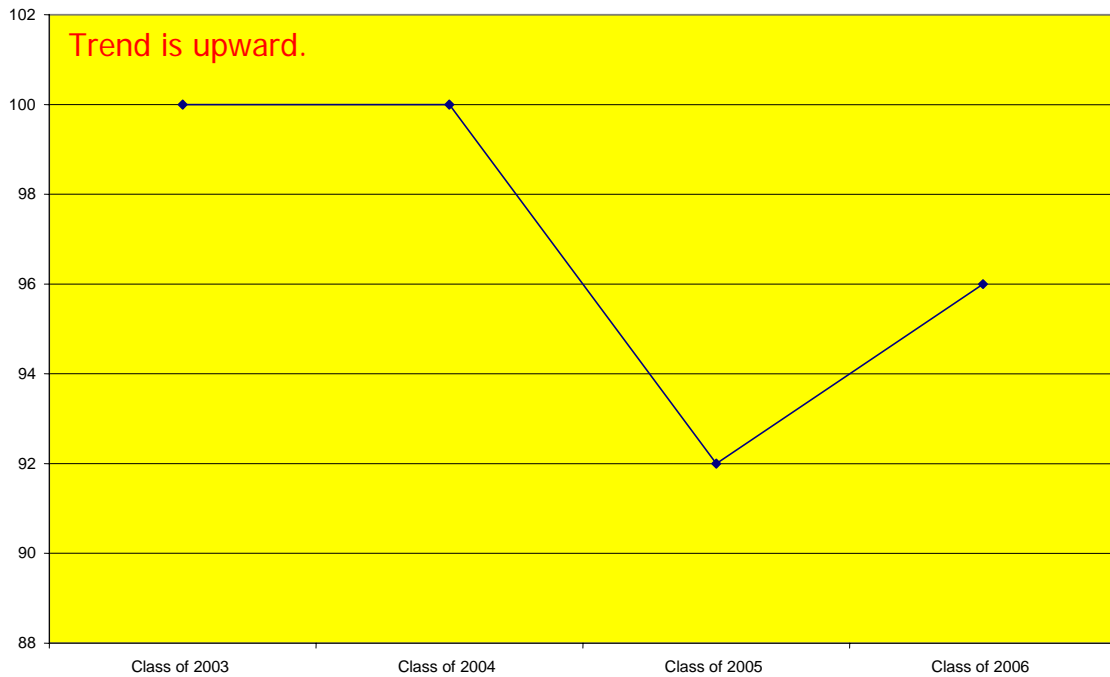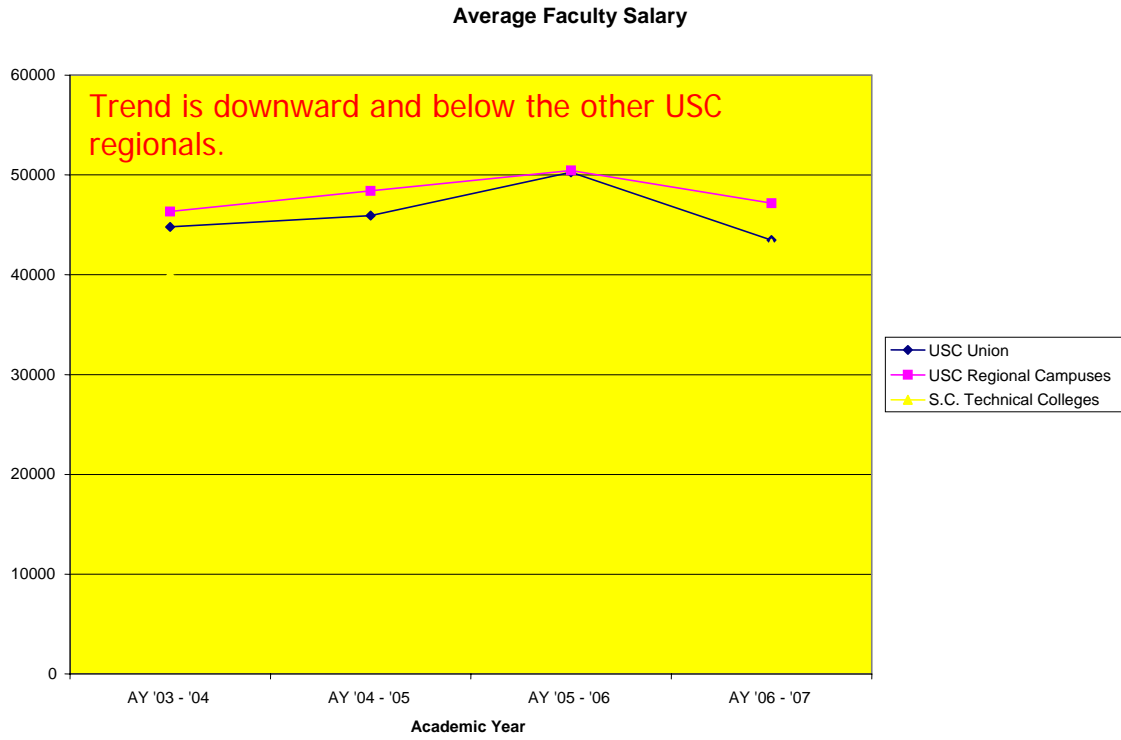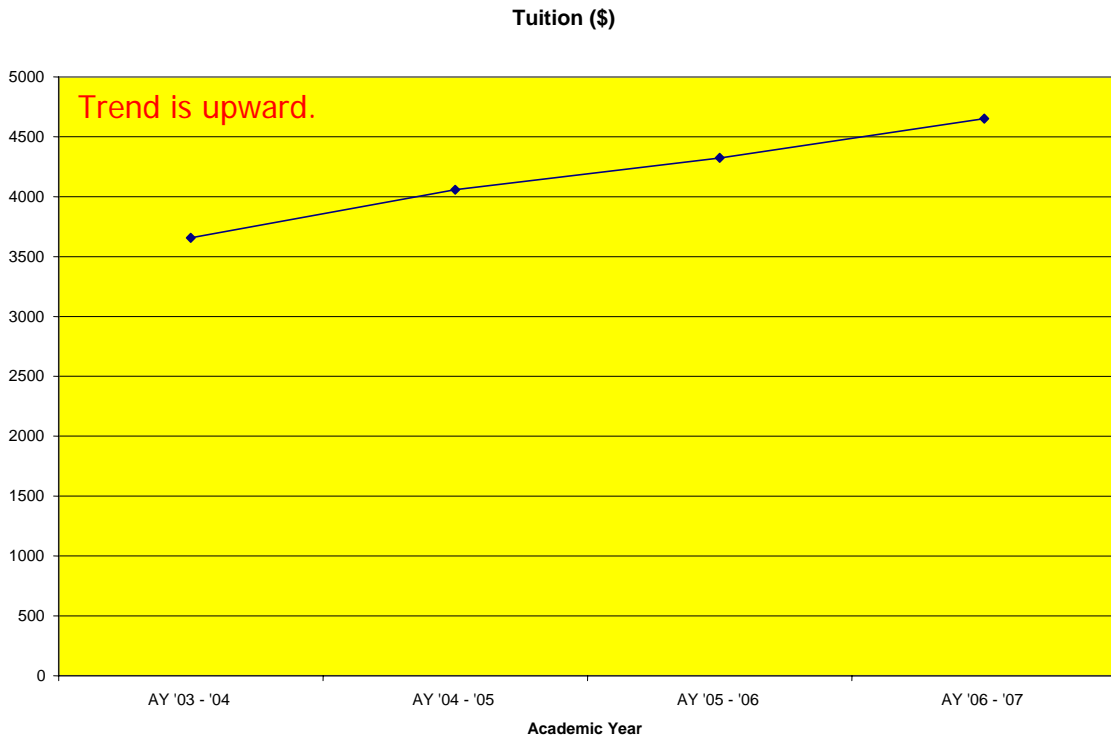
Graph 7.3 – 3

Revenues & Expenses ($ million)

Revenue trend is upward while expenses stay constant.

Graph 7.3 – 4

Instructional & Administrative Costs ($ million)

Trend is upward for both costs.

Graph 7.3 – 5

Gifts & Donations ($)
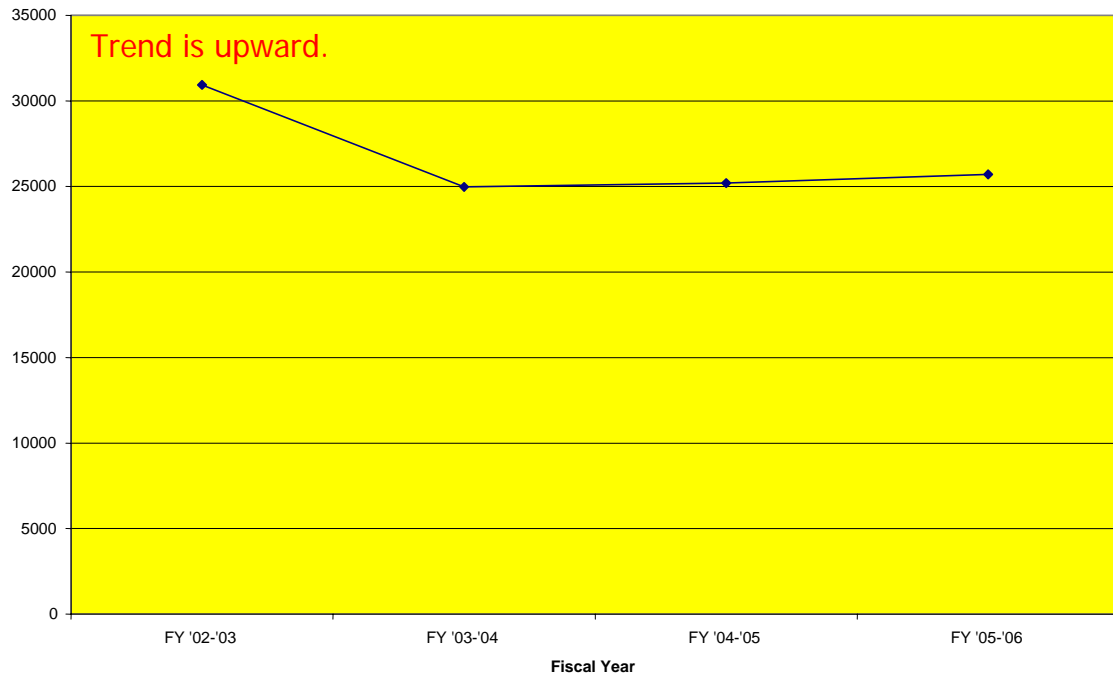
Graph 7.3 – 6

Operations & Maintenance Expenditures ($)
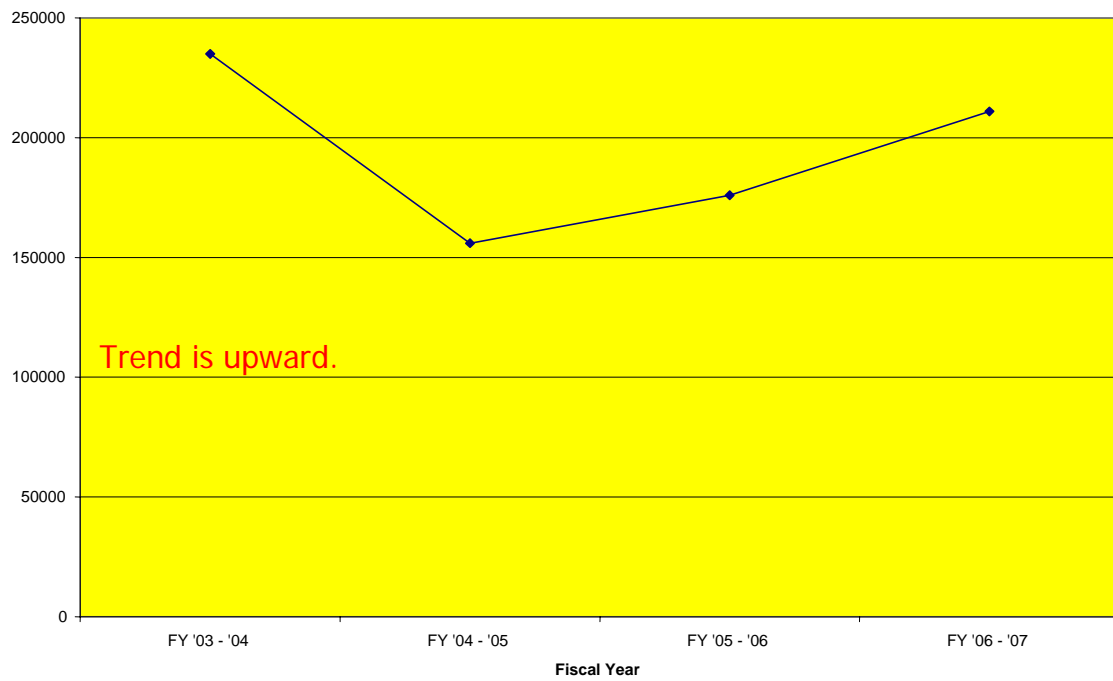
Graph 7.3 – 7

Auxiliary (Bookstore) Profits ($ thousand)

Trend is upward.

Fiscal Year
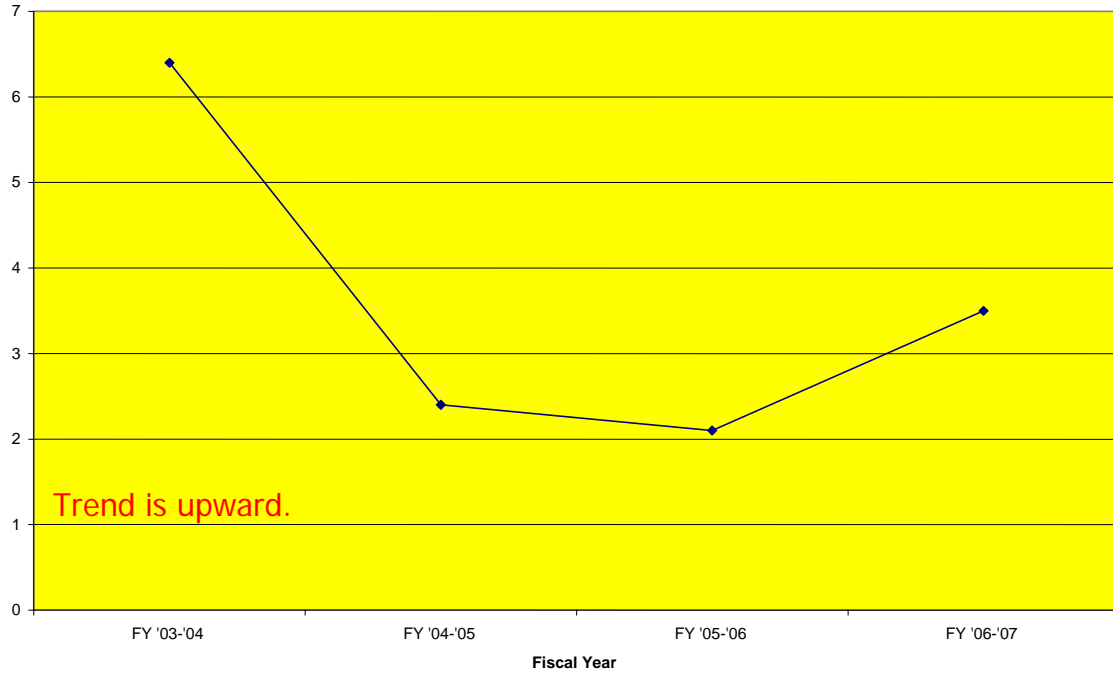
Graph 7.3 – 8

External Grants Funding ($ million)

Trend is downward.

Fiscal Year
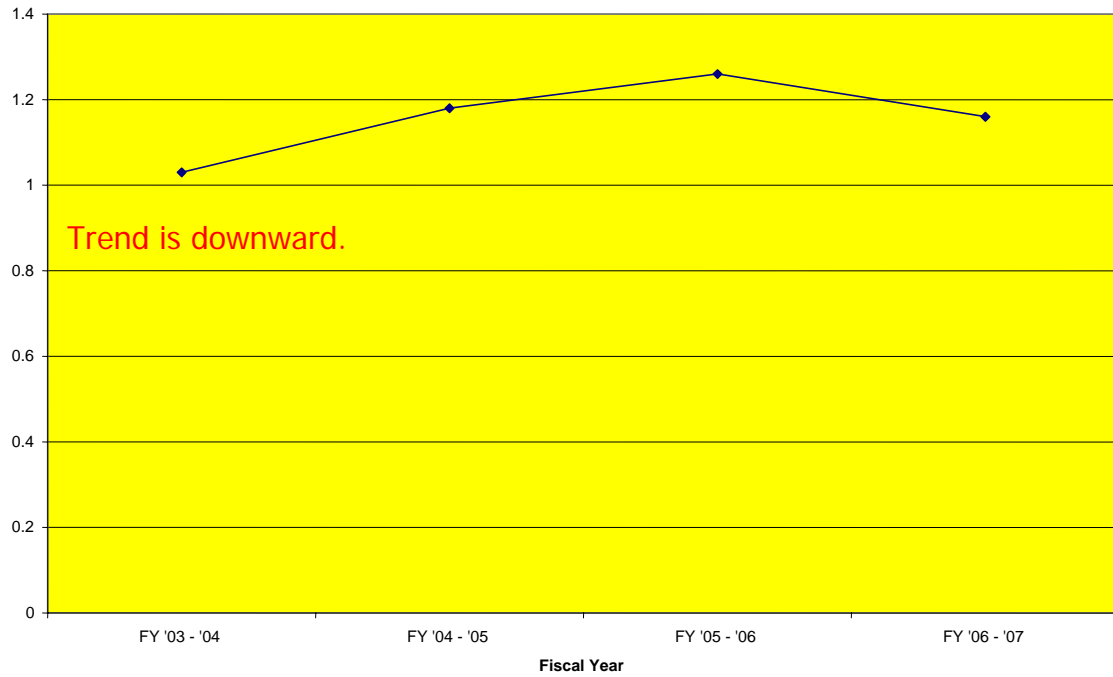
C7.4
Graph 7.4 – 1

Number of Faculty Publications, Presentations & Performances

Trend is upward.

| | AY '05 - '06 | AY '06 - '07 |
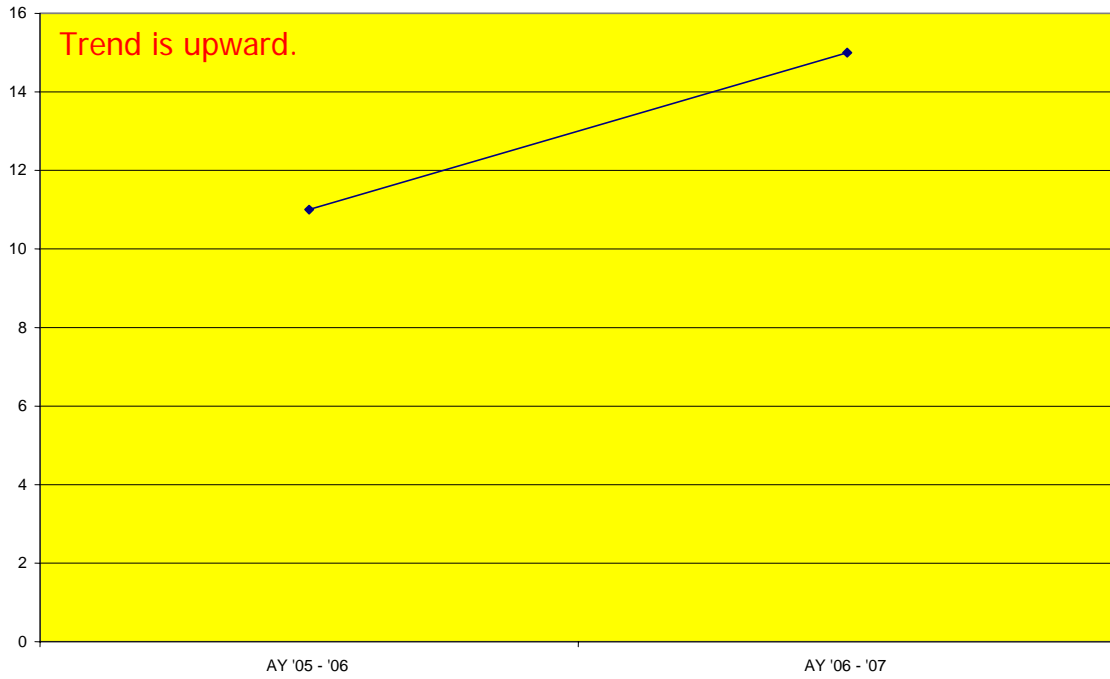
Graph 7.4 – 2

Percentage of Faculty with Terminal Degrees

Trend is downward. USC Union needs more faculty for specialized areas than faculty with terminal degrees.

Legend:
- USC Union
- USC Regional Campuses

Academic Year
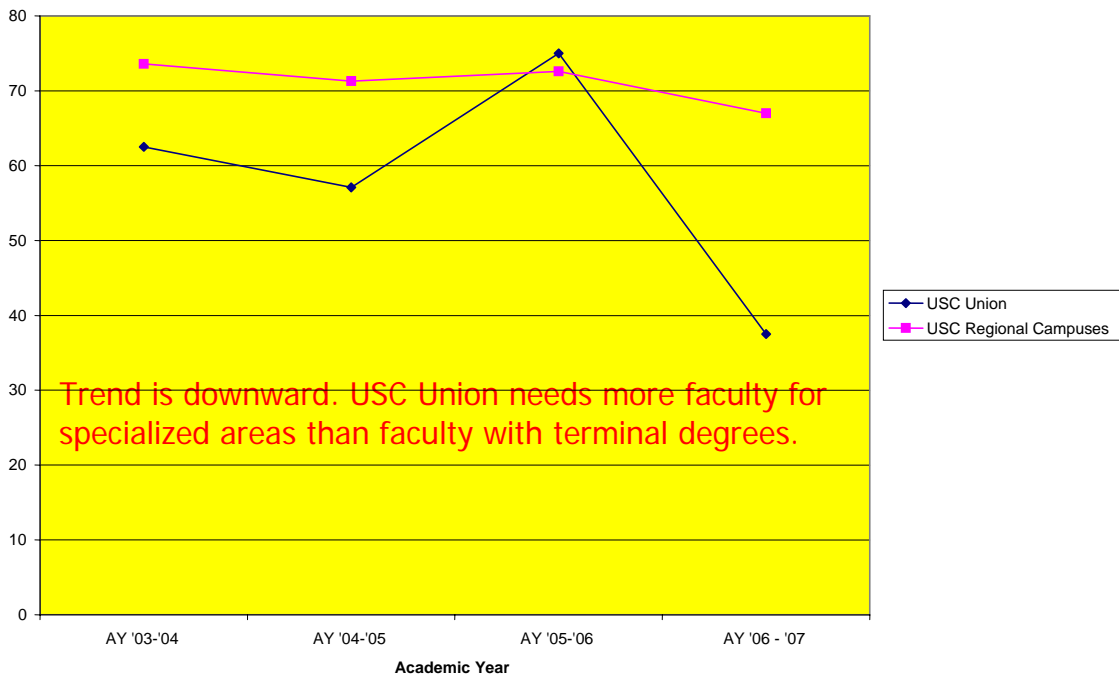
Graph 7.4 – 3

Percentage of Staff & Faculty Satisfied or Very Satisfied

100% of USC Union Staff & Faculty are satisfied with their jobs.
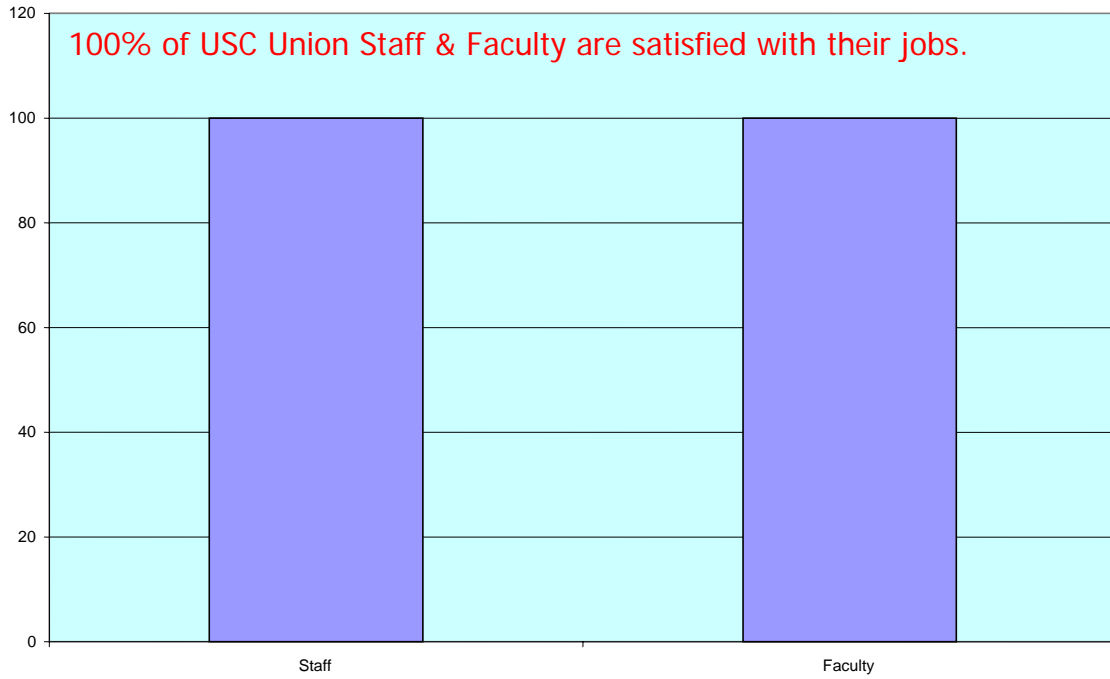
Graph 7.4 – 4

Percenatge of Staff Satisfied with Growth, Feedback & Planning

Performance is at or near 100%.
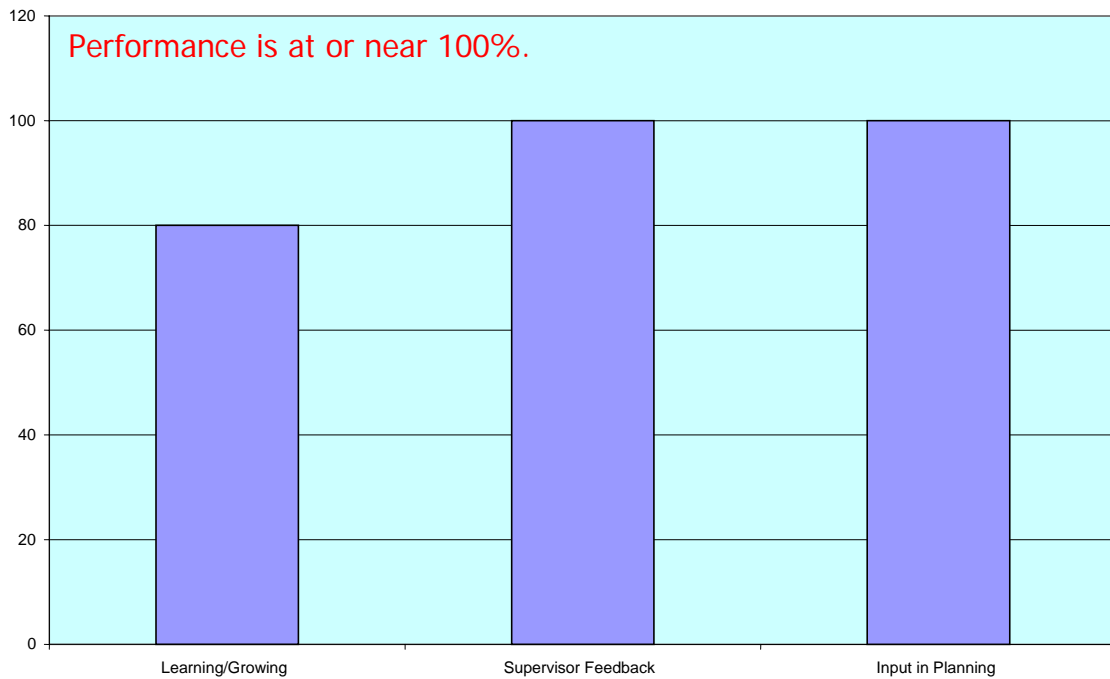
Graph 7.4 – 5

Percentage of Faculty Satisfied With Teaching Load, Advancement & Decision Making Input
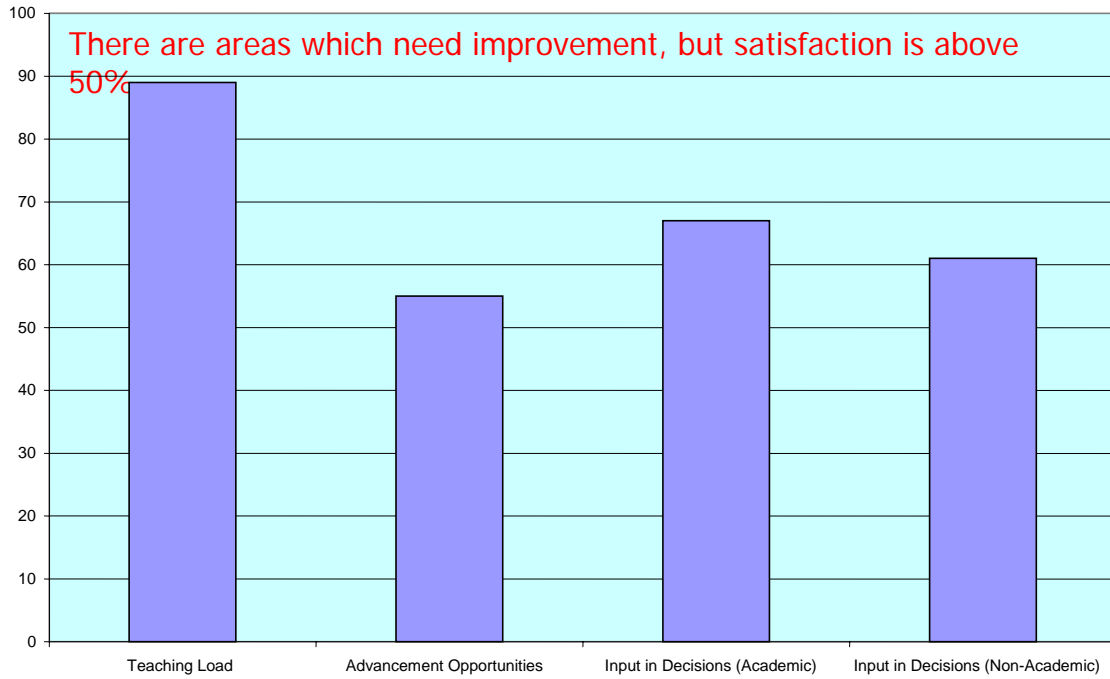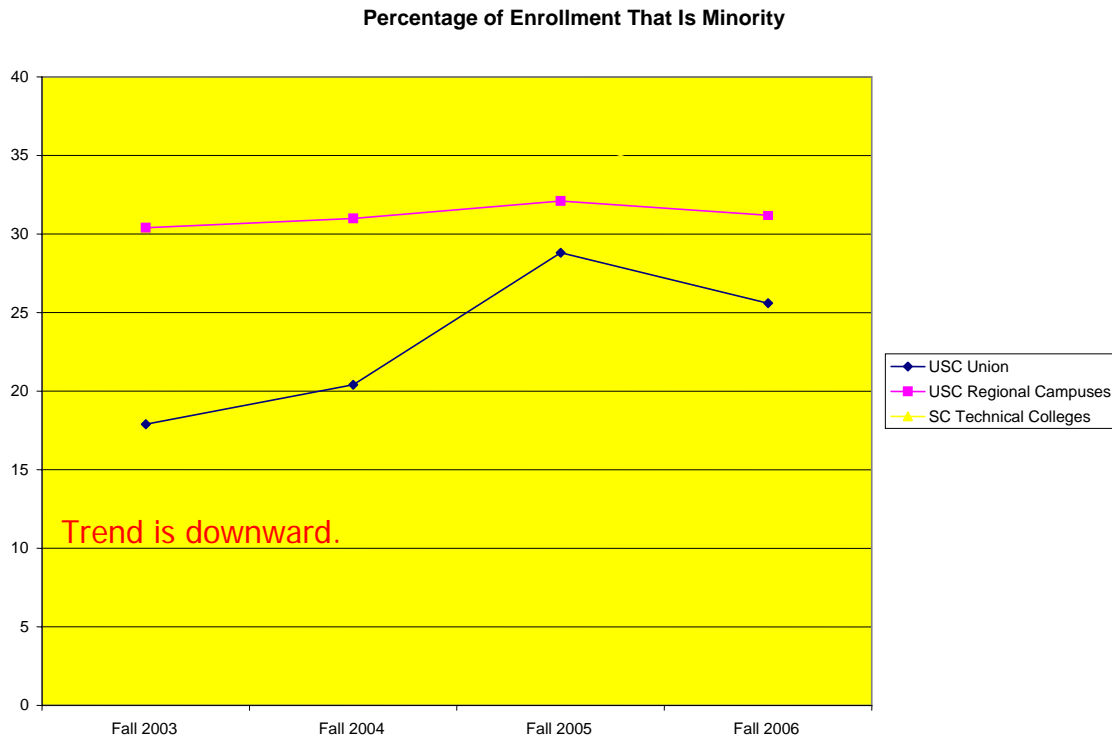

C7.5
Graph 7.5 – 1
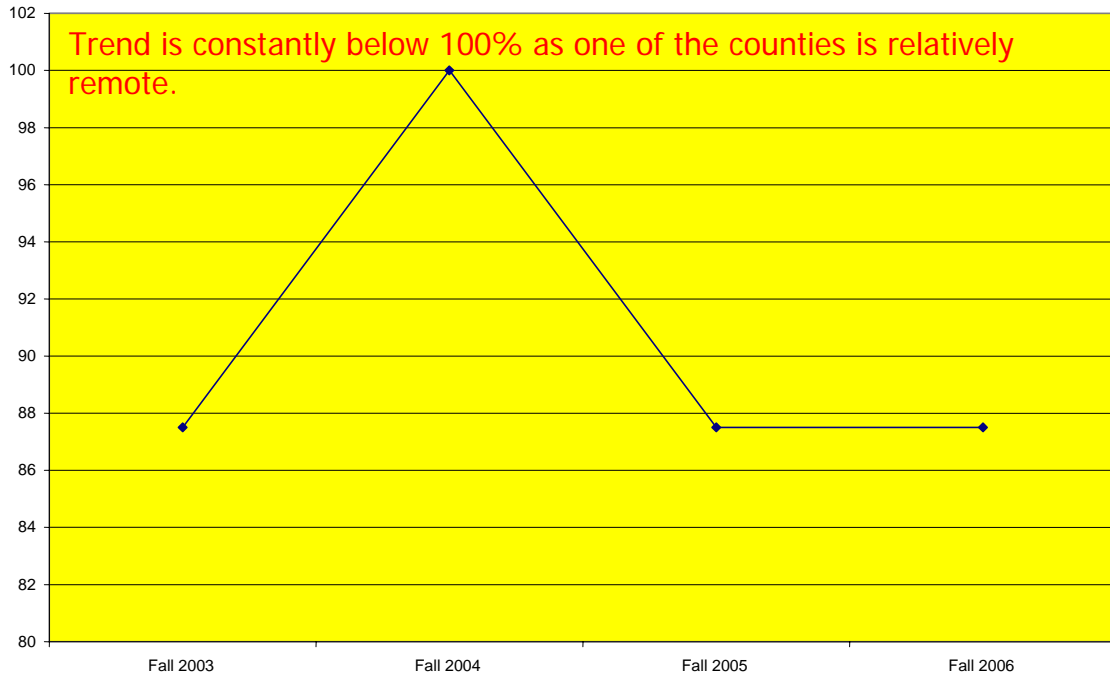
Enrollment (Headcount)

Graph 7.5 – 2

FTE (Full-Time Equivalent) Enrollment

Trend is slightly upward.

Semester

Graph 7.5 – 3

Percentage of Enrollment That Is Minority

Trend is downward.

USC Union
USC Regional Campuses
SC Technical Colleges
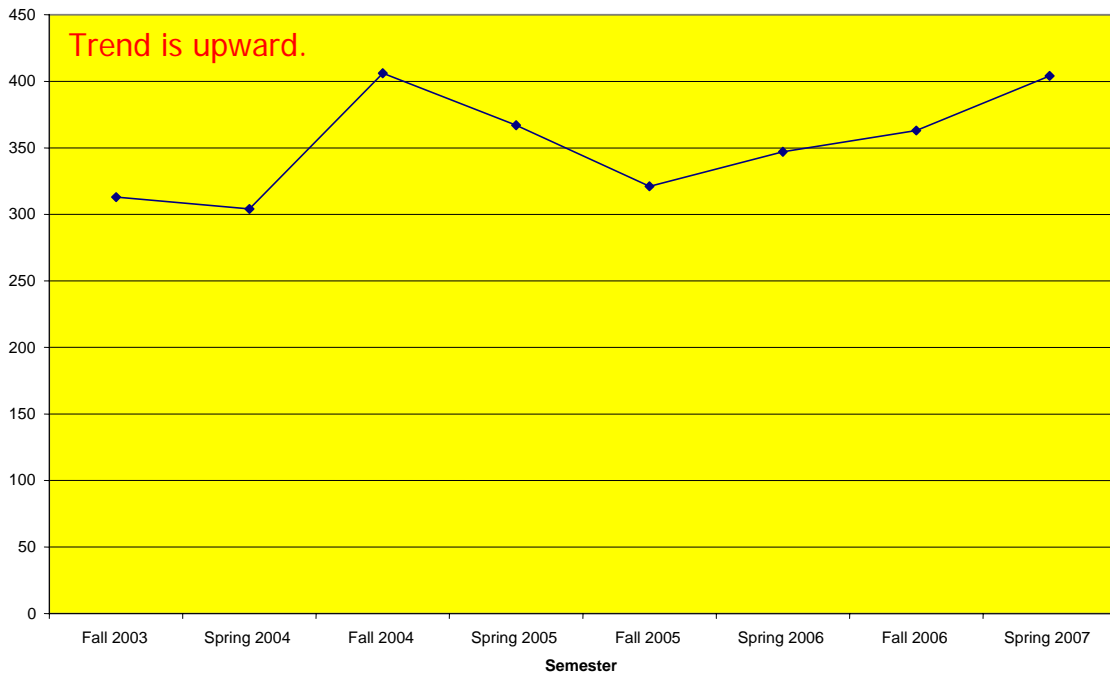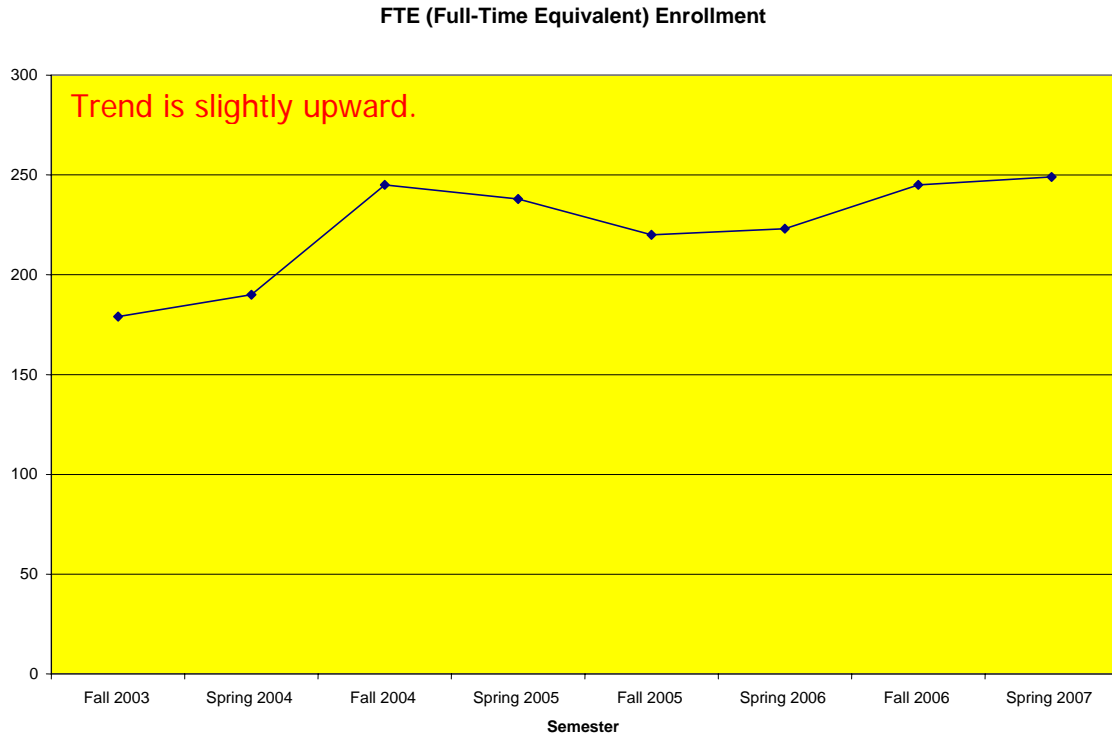
Graph 7.5 – 4

Percentage of Service Area Counties Represented In USC Union Enrollment

Trend is constantly below 100% as one of the counties is relatively remote.

Graph 7.5 – 5

Percentage of Students & How They Learned About USC Union

Friends & family are the most common method of student's learning about USC Union.

Chart 7.5 – 6

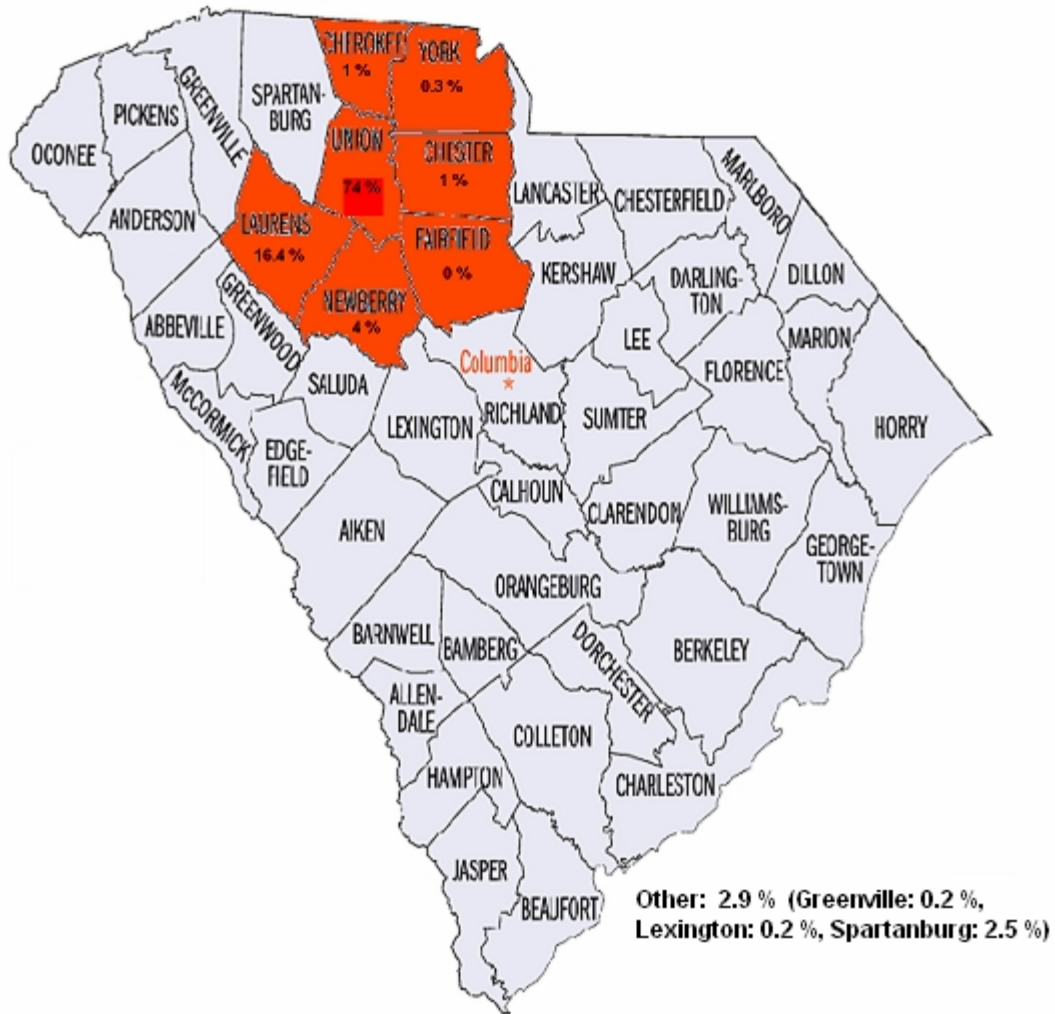Other: 2.9 % (Greenville: 0.2 %, Lexington: 0.2 %, Spartanburg: 2.5 %)
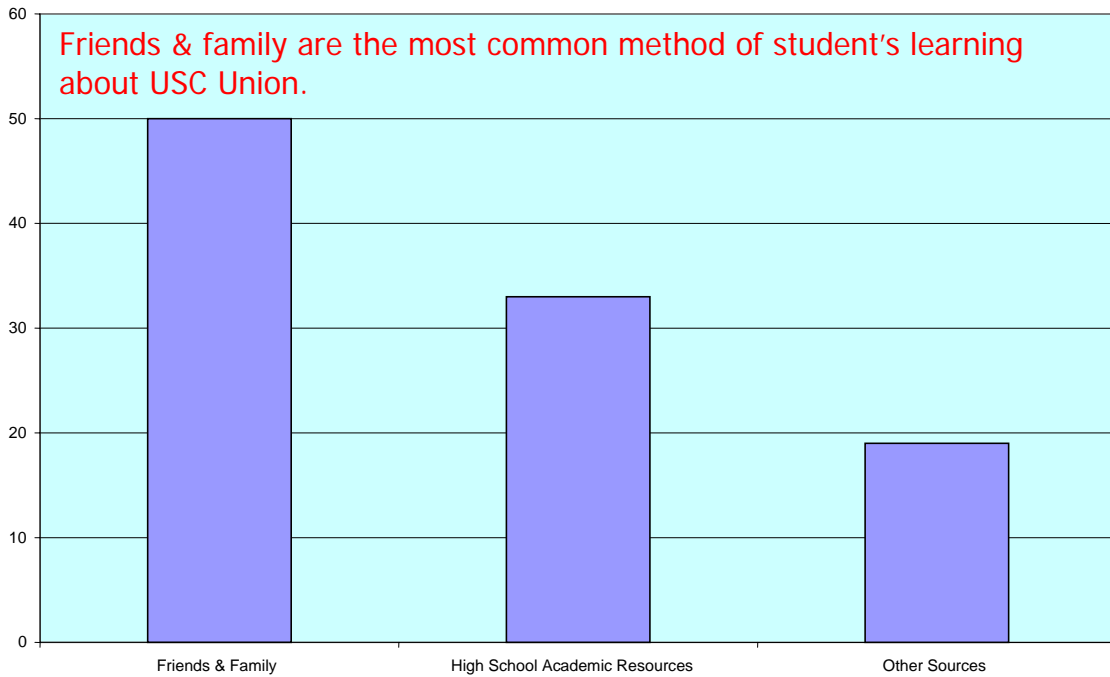
C7.6

Graph 7.6 – 1

Percentage of Action Plans Accomplished in 2006 - 2007 Strategic Plan
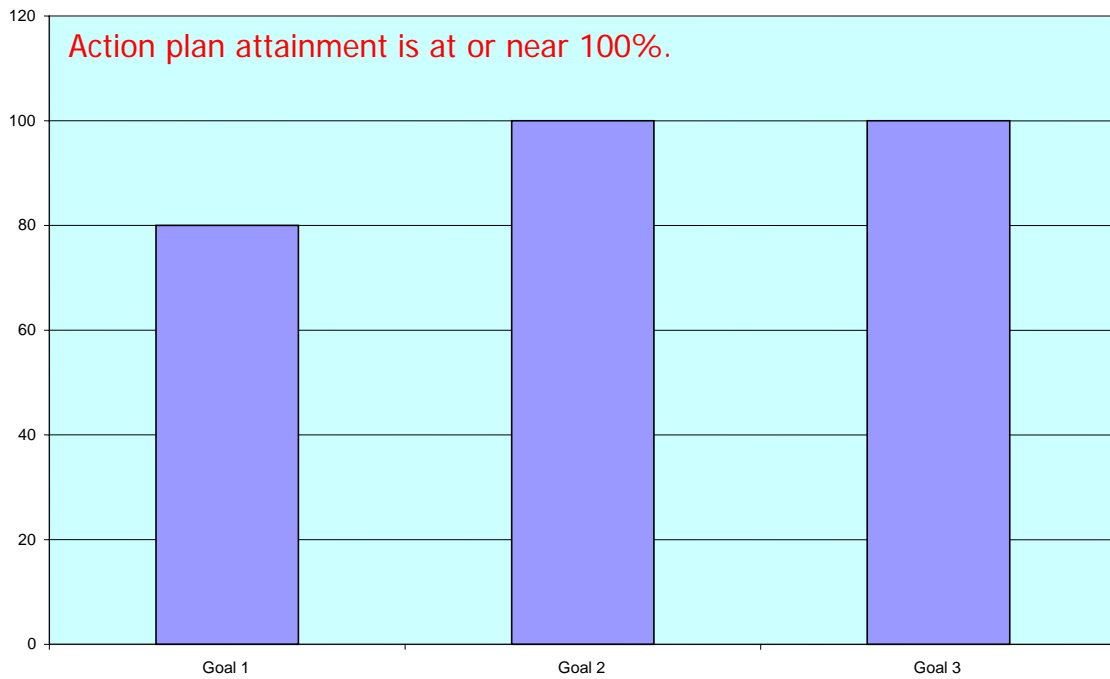
Chart 7.6 – 2

Campus Accident/Security Data

Accidents/Emergencies	Number of Incidents
Student Injuries	1
Employee Injuries	0
Campus Emergencies	0